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ABSTRACT

This publication, designed for use by students, parents, educational administrators, educational planners, and researchers, provides information on educational options offered by the Chicago public school system, and cites contact persons from whom additional information can be obtained. Educational options are described for various levels including prekindergarten, primary school, elementary-secondary schools and adult education. Also included are programs and centers serving populations with special needs. Each entry includes information on functions, goals, characteristics, eligibility and application process, student selection procedures, and starting date of program. Chicago's Liaison Between Identified Needs and Know-How (LINK), which provides technical assistance to help schools identify and solve educational problems, and serves as a broker to provide schools with resources, is briefly described. Appendices list various specialized educational centers, programs, and schools. (Author/RLV)

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# OPTIONS IN PUBLIC EDUCATION

## A Directory of Education Options in the Chicago Public Schools

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UD020248

THE CHOICES

Joseph P. Hannon
General Superintendent of Schools

CHICAGO PUBLIC SCHOOLS

Prepared by
Department of Program Development
Alternative Schools
Donn L. Wadley
Department Director

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Board of Education
of the City of Chicago
Chicago, Illinois

Manford Byrd, Jr.
Deputy Superintendent
Instruction and Pupil Services

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# A Message from the General Superintendent of Schools

With the adoption of the policy statement on alternative education in January of 1975, the Board of Education of the City of Chicago officially committed itself to a policy of providing educational options from which students enrolled in the Chicago public schools may choose. We intend to carry out this commitment to the extent that resources, both human and financial, are available.

In cooperation with district superintendents, local school administrators and school staff, parents and other community members, and in partnership with business and industry, cultural and social institutions, and universities, staff of the Chicago public schools is developing a variety of education program options.

It is through the contributions of these many groups of interested citizens working together that it is possible

> to develop optional learning environments, each providing for specific teaching/learning styles, needs, interests, and talents of teachers and students
>
> to offer parents and students a choice of education programs.

The education program options will fulfill an individual student's needs not only for development of basic skills, increased interest in academic studies, and career development opportunities but also for in-depth study of specialized areas and the development of interests, talents, ability to function in various societal roles, and a feeling of self-worth.

Recognizing the diversity of needs, talents, and interests of Chicagoans, both children and adults, we will continue to plan, develop, and operationalize education program options to better serve the needs of all the children.

JOSEPH P. HANNON
General Superintendent of Schools

ACKNOWLEDGMENT

DIVISION OF
INSTRUCTION AND PUPIL SERVICES

Manford Byrd, Jr.
Deputy Superintendent

DEPARTMENT OF
PROGRAM DEVELOPMENT/ALTERNATIVE SCHOOLS

Donn L. Wadley
Department Director

NATIONAL CLEARINGHOUSE
FOR OPTIONS IN PUBLIC EDUCATION

Mary A. Moore
Project Director

Grateful appreciation is expressed to all persons who gave assistance in the production of this directory.

# INTRODUCTION

This publication provides information on education options provided by the Chicago public school system, and cites contact persons from whom additional information can be obtained.

Among the persons for whom the Directory is expected to be useful are:

- students and parents personally interested in option selection
- education administrators interested in option expansion for their school(s)
- educators and non-educators interested in the status of the Chicago public school system's delivery of options for its clients
- planners for whom the movement of education in a desired direction is an issue to be investigated or confronted
- researchers who are tracing the development of the education options movement in the United States
- individuals who advocate greater linkage of the schools with those non-school environments and people capable of extending education opportunity for children as part of their school day
- others not included above who share the belief of the Chicago public school system that the greater the education choice and access to the choice, the greater the chance that each student will be enrolled in an education program that maximizes his learning opportunity and learning satisfaction.

The provision of options for its students is not a new educational thrust of the Board of Education of the City of Chicago. Options for children described in this booklet date back to 1919 and for adults to 1856. Such options as vocational schools, education and vocational guidance centers, and schools meeting special needs have had open enrollment for many years. However, the emphasis has greatly accelerated during recent years through the establishment of several new departments and the restructuring of other departments to better respond to the need to provide choices for children which match their learning-related characteristics and their immediate and projected goals. The rate of

education option growth has been rapid since April 12, 1978, when the Board of Education of the City of Chicago adopted Access to Excellence: Recommendations for Equalizing Educational Opportunities.

Expectedly, the public demand for options will continue to increase as existing options become more visible, as the potential of the options movement to improve education opportunity becomes more evident, and as the natural preference of many for choice rather than for assignment is strongly communicated to education planners. Anticipating the demand, the Chicago public school system established, as a function of the Department of Program Development/ Alternative Schools, the National Clearinghouse for Options in Public Education. The Clearinghouse collects, reviews, generates, accesses, and disseminates information about options in public education on a local, regional, and national basis. Options in Public Education: A Directory of Education Options in Chicago Public Schools is a Clearinghouse product.

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# I

# PREKINDERGARTEN/PRIMARY CENTERS AND PROGRAMS

CHILD-PARENT CENTERS*

Contact Person: Mrs. Velma Thomas, Director
Early Childhood Programs
228 North LaSalle St., Room 1150
Chicago, Illinois 60601
(312) 641-4517

Function: A Child-Parent Center provides individualized, structured, parent-involved, half-day classes for pre-kindergarten and kindergarten children.

Goal: Develop in preschool and kindergarten age children a strong foundation for cognitive and affective growth through innovative strategies, individualized instruction, active parent involvement, ego-experiences, health and nutrition services, continuity of programmatic approach, and low adult/pupil ratio.

Characteristics: An unvarying characteristic of Child-Parent Center children's performance: stability of achievement over time; factors of the program contributing to its success: early intervention, parent involvement, a structured language/basic skills component, and program continuity; development of: good feelings of children about themselves, parents' recognition of their ability to help educate their children; development of learning skills and the ability to perform independently and within a group.

Eligibility: Children who are three or four years of age and reside within an ESEA Title I attendance area.

Application Process: Completion by the parents of the registration form requesting admission to a Child-Parent Center.

Student Selection Procedures: Selection on the basis of evaluation of the pupil's need of the program, parents' agreement to participate in the parent component, and place on the waiting list.

Date Option Started: 1967

Option Locations: For a listing of Child-Parent Centers, see Appendix L, page 151.

*A Child-Parent Center Expansion Program operates through AC8 at the Jensen Elementary School, 3030 West Harrison Street (60612), Mr. Wayne Hoffman, Principal, (312) 638-7030.

LITTLE BIG HORN PRESCHOOL (Branch of Senn High School)

Contact Person: Mrs. Lucille St. Germaine
5900 N. Glenwood, Room 213
Chicago, Illinois 60660
(312) 561-1034

Function: This program prepares Indian children for entrance into the regular kindergarten program.

Goals: Provide an orientation period for prekindergarten Indian children that facilitates transition from home life to school life; provide activities that facilitate school adjustment and age level school readiness; prevent underachievement at school entry.

Characteristics: Designed for enrollment of Indian children ages 3-5; cultural heritage emphasis; all-day program with breakfast, lunch, and afternoon snack provided; English the language of the school; learning of tribal words encouraged and showcased; development of skills needed for successful school entry, including communication, number, social and motor skills.

Eligibility: Any Indian child ages 3-5; provision of transportation to and from school, if needed, responsibility of the parents.

Application Process: Application at the school by parents; conducting of a canvas in the Indian community to enroll eligible Indian preschool children.

Student Selection Procedures: Selection on a first-come basis to bring the enrollment to a maximum of 25 children; maintenance of a waiting list.

Date Option Started: October 1971

PRESCHOOL CENTERS

Contact Person: Mrs. Velma F. Thomas, Director
Early Childhood Programs
228 North LaSalle St., Room 1150
Chicago, Illinois 60601
(312) 641-4517

Function: Preschool Centers provide a full-day, full-year quality education program in an integrated environment.

Goal: Stimulate the children's communication skills, perceptual skill development, reading and number readiness, large and small muscle development, social development, and acquisition of positive attitudes toward self and others.

Characteristics: Four to six classrooms per Center, each enrolling up to 20 children; parental involvement as a continuous, integral part of the program; full-day, full-year operation; emphasis on successful experiences for children at ages 3 and 4 as preparation for successful experiences at ages 5 and 6.

Eligibility: Prekindergarten children ages 3 and 4.

Application Process: Completion by parents of Access to Excellence application form available at all Chicago public schools.

Student Selection Procedures: Selection by lottery procedures on the basis of established proportions for racial, ethnic, and socio-economic characteristics.

Date Option Started: September 1978

Location of Centers: The 1978 Centers were located in the Drake, LeMoyne, and Mount Vernon Elementary Schools. Six additional Centers will open for the 1979-80 school year. For a listing of the nine schools, see Appendix X, page 171.

BILINGUAL PRE-SCHOOL PROGRAM (STATE FUNDED)

Contact Persons: Mrs. June G. Dudeck, Principal
Ms. Maria Mansour, Teacher-Coordinator
Hawthorne Elementary School
3319 N. Clifton Avenue
Chicago, Illinois 60657
(312) 525-7988

Function: This program prepares Spanish-speaking children to read English by AC 6.

Goals: Prepare children whose primary language is Spanish for learning to read in English at AC 6; increase school readiness and socialization skills of prekindergarten children; accentuate pride in Hispanic culture.

Characteristics: Attendance by children ages 3 and 4 for a two-hour morning or afternoon session; emphasis on acquiring readiness skills for learning to read English as well as on valuing the Hispanic culture.

Eligibility: Children who are 3 or 4 years of age, live within District 3, and speak Spanish as their primary language.

Application Process: Enrollment in office of Hawthorne Elementary School; birth certificate, up-to-date complete dental and medical forms, and proof of address required at registration.

Student Selection Procedures: Selection based on need; enrollment limited to 80 students.

Date Option Started: October 1977

Option Location: Hawthorne Elementary School

EARLY CHILDHOOD EDUCATION

Contact Person: Mrs. Velma Thomas, Director
Early Childhood Programs, Room 1150
228 North LaSalle Street 60601
(312) 641-4517

Function: This program provides structured activities for prekindergarten children.

Goal: Provide very young children with directed experiences designed to contribute to the development of skills that will support them for a successful school experience.

Characteristics: Groups of 20 children in half-day sessions; a teacher and an aide for each group; use of locally selected language development materials; activities and a learning climate that promote positive attitudes toward self, school, and community and that develop needed skills, social growth, and cognitive development; encouragement for parents to serve as observers and classroom assistants.

Eligibility: Children who are three or four years of age, who reside in the attendance areas of eligible ESEA Title I schools, and who are not enrolled in any other preschool program; residence in the attendance areas of the school for which application is made.

Application Process: Completion of registration form requesting admission at a school having the activity.

Student Selection Procedure: Selection on the basis of evaluation of the child's need of the program and the parent's agreement to participate in the parent component; remaining applicants placed on a waiting list.

Date Option Started: September 1974

Locations:

Thomas Chalmers
2745 West Roosevelt Road (60608) (312) 521-5565
Contact Person: Mr. Donald Kimball, Prin.

Arna W. Bontemps
1241 W. 58th Street (60636) (312) 776-3922
Contact Person: Dr. Kathryn Q. Milner, Prin.

Elihu Yale
7025 S. Princeton Avenue (60636) (312) 783-1231
Contact Person: Ms. Virginia S. Kohler, Prin.

EARLY INTERVENTION: A PRESCHOOL AND KINDERGARTEN ACTIVITY

Contact Person: Mrs. Velma Thomas, Director
Early Childhood Programs, Room 1150
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4517

Function: This program services three-and-a-half and four-year-old children who are not enrolled in any preschool program and serves five-year-olds who are currently enrolled in the school's kindergarten program and need additional readiness activities.

Goal: Provide learning experiences shared by the child and his parents to develop readiness skills enabling the child to achieve success at the kindergarten level.

Characteristics: For prekindergarten children, a half-day program providing language development activities, reading readiness activities and training in visual motor coordination; for kindergarten children who need additional readiness activities, extension of their kindergarten program from a half-day to a full-day; for all participants, use of the Alphaphonics program and locally selected instruction materials.

Eligibility: Children ages three-and-a-half and four who reside in the attendance areas of eligible ESEA Title I schools and who are not enrolled in any other preschool program; kindergarten children of the same areas not experiencing school success.

Application Process: Completion of registration form requesting admission at a school having the activity.

Student Selection Procedures: Selection on basis of evaluation of the pupil's need of the program, with children most in need enrolled and remaining applicants placed on a waiting list.

Date Option Started: September 1976

Locations: See Appendix P, page 159 for a listing of locations.

FOLLOW THROUGH

Contact Person: Mrs. Velma Thomas, Director
Early Childhood Programs, Room 1150
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4517

Function: This program serves children in kindergarten through the third year of school beyond kindergarten.

Goals: Maintain the gains made in the Head Start program or in other preschool programs through a comprehensive educational program along with social services; afford opportunity for target area parents and community members to participate in the development, conduct, and overall direction of the education of their children.

Characteristics: Designed as a research project by the United States Office of Education; serves 1,417 children in 6 Chicago schools from kindergarten through the third year of school; class enrollment from 25-31 children; for each class a teacher and an aide who is usually parent of a Follow Through child; two instructional approaches selected by the participating schools: the cultural linguistic, an oral language approach, chosen by the Brown, Fuller, Jenner, and Price Elementary Schools, and a cognitive approach developed by High/Scope Foundation and chosen by the Howland and Lathrop Elementary Schools.

Eligibility: Children who are from low income families, who have been graduated from a preschool program, and who reside in the attendance area of a school having this program.

Application Process: Parental request for participation in program at the school.

Student Selection Procedures: Selection on basis of need to participate, with Head Start graduates given priority.

Elementary Schools with Follow Through Program:

Brown, 54 N. Hermitage Ave., 733-3548, Mr. Mark Frank, Prin.
Fuller, 4214 S. St. Lawrence, 624-2427, Mr. Ralph Kriho, Prin.
Howland, 1616 S. Spaulding, 762-4750, Mrs. Anita Moore, Prin.
Jenner, 1009 N. Cleveland, 787-3663, Mr. Arthur M. Cox, Prin.
Lathrop, 1440 S. Christiana, 762-0120, Mr. Louis Swanson, Prin.
Price, 4351 S. Drexel Blvd., 268-8585, Mr. Hugh McCartan, Prin.

HEAD START (CHILD DEVELOPMENT PROGRAM)

Contact Person: Mrs. Velma Thomas, Director
Bureau of Early Childhood Programs
228 North LaSalle Street, Room 1150
Chicago, Illinois 60601
(312) 641-4517

Function: Each Head Start center provides a program that has been developed to meet the individual needs of children enrolled in the center.

Goals: Strengthen cognition, perception, and language skills of prekindergarten children; foster development of a positive self-image; encourage socialization and parent involvement.

Characteristics: Half-day session for 22 three and four-year-olds each; one teacher, one teacher aide, and two volunteers; social, mental health, medical, dental, nutritional, curriculum, and parent involvement support services; breakfast or snack and lunch.

Eligibility: Children ages 3 to 5; for ninety percent of the children, family income at or below the poverty line established by federal guidelines; for the remaining ten percent, children identified as handicapped.

Application Process: Completion by parents of a preliminary registration form at a school having a Head Start center.

Student Selection Procedures: Children selected from families with the greatest need for the child to be enrolled.

Date Option Started: March 1965

Listing of Head Start Centers: See Appendix R, pp. 161, 162.

HOME VISITING INSTRUCTION TEAM

Contact Person: Mrs. Velma Thomas, Director
Early Childhood Programs, Room 1150
228 North LaSalle Street 60601
(312) 641-4517

Function: This program provides in-home experiences that aid in the development of the communication skills of preschool children in their own homes and that utilize the parent(s) as the child's prime teacher(s).

Goal: Provide learning experiences shared by the child and his parents to develop readiness skills enabling the child to achieve success at the kindergarten level.

Characteristics: Visitation by staff in homes of participating children for a 45 minute period of instruction; in-home demonstration of materials and techniques, with parents and children engaging in activities together; use of the materials and techniques between visits as parents work with their children to develop the children's cognitive skills, using their homes as a learning center; strengthening of child/parent relationships.

Eligibility: Children of ages two and one-half to four years who reside in the attendance areas of eligible ESEA Title I schools and who are not enrolled in any other preschool program.

Application Process: Written registration form requesting admission at a school having the activity.

Student Selection Procedures: Selection on the basis of evaluation of the pupil's need; enrollment of children most in need and maintenance of a waiting list for children not enrolled.

Date Option Started: September 1972

Locations: See Appendix T, p. 164, for a listing of the ten schools from whose attendance areas children are selected for the program.

KINDERGARTEN INTERVENTION THROUGH TUTORING STUDENTS (KITTS #1)
KIDS INTERVENTION THROUGH TUTORING STUDENTS (KITTS #2)

Contact Persons: Mr. David A. Hillock, Asst. Principal
Mrs. Frances Robinson, Teacher Coordinator
Pulaski Elementary School
2230 W. McLean Avenue
Chicago, Illinois 60647
(312) 486-3664

Function: These programs provide assistance to children who are not at readiness level.

Goals: For KITTS #1, enable the potentially "high risk" child to be exposed to a variety of experiences on an intense basis so as to increase those skills needed for kindergarten progress; for KITTS #2, accelerate readiness for these AC6 children who are in need of help.

Characteristics: For KITT #1, provision of individualized instruction utilizing six learning stations; use of student tutors from AC12 and 13 classes, parent volunteers to man the stations under the supervision of the teacher; maintenance of a tutor/tutee ratio of approximately 6 to 1; use of PLS, VMI, and CARROW testing instruments. For KITTS II, instruction of children in groups of six or less for 30-minute periods per group; use of trained parent volunteers.

Eligibility: For KITTS #1, children of Pulaski Elementary School who have been screened and found to be not ready for kindergarten success; for KITTS #2, AC6 children evaluated as not at readiness level.

Application Process: Application directly to the Pulaski Elementary School; parental approval.

Student Selection Procedures: Children in need of the programs.

Date Option Started: October 1978

Principal: Mr. Samuel N. Vickery

# II

# ELEMENTARY SCHOOLS

BEASLEY ACADEMIC CENTER

Contact Person: William C. McNerney, Principal
Beasley Academic Center
5255 South State
Chicago, Illinois 60609
(312) 567-5375

Function: The Beasley Academic Center provides an optional program of elementary education for 1,100 elementary students of District 13 and all other districts of the system.

Goal: Provide an elementary education program and learning environment that emphasizes academic achievement, strict discipline, strict regulations for attendance, dress, and homework, lots of homework, and a back-to-basics approach.

Characteristics: Acceptance into the school and retention based upon such requirements as: signing by parents of agreements that acknowledge that the child can be returned to the local school for failure to abide by school regulations; observance by student of regulations such as in homework, discipline, dress, maintenance of a productive learning environment for self and others; friendliness along with a no-nonsense atmosphere; right of the school to refuse acceptance of students who read substantially below grade level and right to return students who are unruly; a back-to-basics approach, with lots of recitation, drills, memorization, and contests; for older children art, typing, band, vocal music, and languages if basics are kept up.

Eligibility: Children of elementary school age who reside in District 13; others without the district to make up about 25 percent of the student body.

Application Process: Completion of application form and forwarding as directed.

Student Selection Procedures: Selection of students based upon willingness of parents to sign agreements and likelihood of the student's success in Beasley's education program and learning environment.

Date Option Started: 1978

CLASSICAL SCHOOLS

Contact Person: Dr. Donn Wadley, Director
Department of Program Development/
Alternative Schools
228 North LaSalle Street, Room 626
Chicago, Illinois 60601 (312) 641-4491

Function: Classical Schools provide opportunity for students K-6 to participate in a rigorous, accelerated academic program based on the classical concept of a sound mind in a sound body and emphasizing the traditional liberal arts foundation.

Goals: Provide K-6 elementary school education for students who, with their parents, want the highest quality education program available that emphasizes the traditional liberal arts foundation; enroll students with the learning potential needed for sustained success in a rigorous program in science, mathematics, social studies, language arts, foreign languages, art, and music; provide a vigorous physical education program geared to sound individual development; promote participatory intellectual and academic integration of students from diverse racial/ethnic and socioeconomic backgrounds; challenge students to develop a wide variety of interests, to think critically, and to solve problems.

Characteristics: Challenging liberal arts instruction for children with the potential to succeed in a rigorous academic program providing science, mathematics, social studies, language arts, foreign languages, art, and music instruction; vigorous physical education program geared to sound individual development; curriculum based generally on significance of content, acceleration, and formalized structure within each discipline; orderly, economic, Socratic teaching strategies that propel students into the abstract, symbolic, analytical, evaluative arena; learning by thinking as opposed to learning by doing. (See Appendix M page 152 for Classical School listing.)

Eligibility: Students already enrolled in a school designated a Classical School for 1978 enrollment; students of the City of the ages served; acceptance at a Classical School of all applications received from students living within the attendance area of the school; total attendance areas: citywide.

Application Process: Completion of Access to Excellence application; review of application at the school; formal testing of applicants.

Student Selection Procedure: Selection based on application content, testing results, records, interview; maintenance of a waiting list using a ranking system.

Date Option Started: September 1978

CLUSTERED SCHOOLS CENTERS

Contact Person: Mrs. Nancy Broeckl
Department of Program Development/
Alternative Schools
228 N. LaSalle Street, Room 626
Chicago, Illinois 60601, (312) 641-8781

Function: A Clustered Schools Center provides parents and elementary school students a choice of optional education programs, with each school of the cluster offering one or more options different from options offered by any other school of the cluster.

Goals: Provide education program choice for pupils living within the attendance area of a school within a cluster; increase learning opportunity, involvement, and satisfaction through operating optional education programs designed to match the identified learning characteristics and/or interests of children to be served; develop processes and programs for adaption/adoption within the system.

Characteristics: Programs of the cluster cooperatively planned by community residents and Board of Education personnel; offering at least one optional program by each school of a cluster; each cluster program different from but related to all other programs of the cluster; availability of each program to children attending any school within the cluster; availability through each cluster school of leaflets that describe each optional program of a cluster and provide other information useful to parents and students in choosing an optional program or the regular program of the home school; holding of school/community meetings to explain the cluster program. For additional information about the Beverly Area Cluster and the District Three Cluster, see Appendix N, pages 153-157.

Eligibility: Students dwelling within the attendance area of a school within a school cluster and of the ages served by the program.

Application Process: Completion by parents of application available at any school of the cluster; submission of application to the principal of the child's home school.

Student Selection Procedures: Selection on the basis of processes determined by planners of each cluster.

Date Option Started: March 1977

## EDUCATION AND VOCATIONAL GUIDANCE CENTERS (E.V.G.C.s)

Contact Person: Contact the principal of an E.V.G.C. for additional information. See Appendix Q, page 160 for a listing of the nine E.V.G.C.s.

Function: An E.V.G.C. provides a full-time, open-enrollment program, focusing on both the regular curriculum and vocational guidance, for students in need of accelerating their learning rate and upgrading their academic achievement.

Goals: Effect a positive change in the student's attitude toward self and toward his education; increase the student's learning rate and upgrade achievement levels, especially in the ares of reading and mathematics; provide vocational guidance, work orientation, and work training.

Characteristics: Concern for the total development of the student; low membership and small classes to permit students to receive extensive individual attention; special emphasis on the development of reading and math skills; counseling on a continuing basis; maintenance of a close working relationship between the home and the school.

Eligibility: Students between the ages of 13 and 16 who are at least two years below level in reading and mathematics, are not classified as EMH or L.D., do not have a serious social adjustment or attendance problem, and have parental permission to enroll.

Application Process: Referral form prepared by the home school after a conference with the parent(s); arrangement of an interview of an E.V.G.C. during which the program is explained in detail to the student and parent(s).

Student Selection Procedures: Selection based on review of the student's referral form and results of the school-parent interview to determine that the student is qualified and can benefit from the program; selection on a first come first serve basis; maintenance of a waiting list when enrollment has reached capacity.

## INDIVIDUALLY GUIDED EDUCATION (IGE) SCHOOLS

Function: IGE is a system of individualizing education: "one at a time together."

Goal: Provide in several schools of the system an individualized program of instruction for children of elementary school age.

Characteristics: Adaptation at each participating school of the IGE Program developed without the system; responsiveness to differences among pupils in rates of learning, learning styles, and levels of motivation; utilization of multi-age grouping of pupils, multi-unit school organization, team teaching, a system of instructional programming, a home-school communication program, and a system of measurement and evaluation--each the decision of the individual school.

Eligibility: Pupils who reside with their parents or legal guardians in the attendance area of an IGE elementary or middle school and who are of the ages served by the school.

Application Process: Regular procedure for registering pupils in an elementary school. Transfers issued to pupils from elementary schools which contribute membership to middle schools.

Student Selection Procedure: All students enrolled in a school having an IGE Program participate.

Location: For a listing of Middle Schools, see page 24. Other participating schools are the following:

Walt Disney Magnet School
4140 North Marine Drive (60613) (312) 535-3731
Dr. Robert J. Gallagher, Principal

Garrett Morgan Elementary School
8407 South Kerfoot Avenue (60620) (312) 488-8330
Mr. Robert Weitzel, Principal

Wendell Smith Elementary School
744 East 103rd Street (60628) (312) 821-7423
Mr. Roosevelt D. Burnett, Principal

Sojourner Truth Primary School
1443 North Ogden (60610) (312) 664-0348
Mrs. Elouise C. Cantrell, Principal

Edward H. White Branch of West Pullman
1136 West 122nd Street (60643) (312) 568-7861
Mr. Elihu C. Blanks, Principal

LA SALLE LANGUAGE ACADEMY

Contact Person: Mrs. Helen Marcyan, Principal
1734 North Orleans Street
Chicago, Illinois 60614
(312) 337-2891

Function: In addition to the regular school curriculum, the LaSalle Language Academy provides a complete elementary school program of instruction in French, German, Italian, Spanish, and English as a Second Language for an academically and linguistically diverse pupil population.

Goal: Offer to all students attending the Academy instruction in a foreign language or in English as a Second Language while still providing a regular elementary school curriculum.

Characteristics: Instruction in a foreign language for all students enrolled in the Academy; instruction in English as a Second Language; current languages offered: French, German, Italian, Spanish in addition to English as a Second Language; emphasis on conversational achievement; an extension and expansion of the regular program for elementary schools.

Eligibility: Children of Chicago of elementary school age.

Application Process: Completion by parents of an Access to Excellence application obtainable at Chicago public schools and district offices; submission of the application to the LaSalle Language Academy principal through the AE district coordinator.

Student Selection Procedures: Admission of all students of the LaSalle Language Academy attendance area who apply; requirement of reading level on or above grade level for enrollment of students outside the attendance area.

Date Option Started: September 1978

ROBERT A. BLACK MAGNET SCHOOL

Contact Person: Dr. Patricia A. McGlinn, Principal

Robert A. Black South
9101 South Euclid Ave. (60617)
Intermediate and Upper School
(312) 375-2040

Robert A. Black North
7133 South Coles Ave. (60649)
Primary School
(312) 375-6334

Function: This elementary magnet school provides quality education at the primary level at one site and at the intermediate level and upper level at another site.

Goal: Provide excellence in elementary education in an integrated school environment, with communication studies, fine arts, and foreign language instruction offered as the magnet programs of the school.

Characteristics: Quality integrated education with many curriculum innovations; additional staff to provide students at all levels instruction in music, reading, language, physical education as well as library assistance and counseling; provision of busing for students living more than 3/4 of a mile from the site attended; a restructured school day to fit the many activities of the school; instruction geared toward a high level of achievement, sharing of talents and interests, and school satisfaction.

Eligibility: Children who are six years of age or will be six years old by December 1 and who reside in the attendance areas designated as contributing schools; children of kindergarten age not eligible since a kindergarten program is not provided; older children of elementary school age to fill primary, intermediate, or upper level vacancies.

Application Process: for age cycle six, completion of application form by parent during March and bringing the child's birth certificate to the office of the Black South site any day during March, 9:30-11:30 a.m.

Student Selection Procedures: Selection of 50 students from the applicants during the second week of April by a random drawing computer process to identify the first year students; selection of children to fill vacancies in accordance with their place on the appropriate waiting list.

Date Option Began: 1968

Designated Schools of the Black Attendance Area: See Appendix F, page 144 for a listing of contributing schools.

WALT DISNEY MAGNET SCHOOL

Contact Person: Dr. Robert J. Gallagher, Principal
Walt Disney Magnet School
4140 North Marine Drive 60613
(312) 525-3731

Function: This magnet school provides individualized educational instruction in a racially integrated setting for selected Chicago children of pre-primary, primary, intermediate, and upper levels (ages 3-13).

Goals: Provide the kind of learning environment and instructional program that matches the learning needs and style of children who learn best in an open-space environment and through individually guided instruction; provide for the kinds of interactions and program activities that foster development of a positive self image, understanding and appreciation of one's culture and the culture of others, and understanding of the positive values of diversity; foster growth of the whole child while preparing each child for successful secondary school entry.

Characteristics: Division of the school population into three multiage pods of 8,000 sq. ft. each: Early Childhood (ages 3-6), Intermediate (ages 7-10), and Upper (ages 11-13); provision of art, music, science/mathematics, and physical education in additional shared facilities; shared-time use of the Disney Communication Arts Academic Interest Center (see page 140 ). Extensive parental, community, and university involvement. Strong emphasis on I.G.E. (See page 19.) and other individualized instructional materials and learning approaches as appropriate for each child. Learning environments and activities structured to promote understanding and appreciation of the positive aspects of diversity, of self, and of peers and others with whom interaction often occurs.

Eligibility: Children ages 3-13 who reside with their parents or legal guardian in any of the designated districts of the Chicago public schools. (See Appendix O, page 158 for listing.)

Application Process: On-site completion of application form by parent or guardian at the school during the annual open-application week in the spring.

Student Selection Procedures: Computer selection to reflect percentages within the White, Black, Mexican-American, Cuban, Puerto Rican, other Spanish-surnamed Americans, American Indian, and Oriental population and to reflect the socio-economic levels within the population.

Date Option Began: 1969

WALTER H. DYETT MAGNET SCHOOL

Contact Person: Ms. Patricia Harvey
Dyett Magnet School
555 East 51st Street 60615
(312) 624-4515

Function: This elementary school will provide in a desegregated setting an individualized program of instruction emphasizing the study of one's environment.

Goals: Provide a multi-year program of instruction with a strong emphasis on understanding of urban interdependence and diversity; provide for the attainment of urban life skills that positively effect control of one's life; prepare students for high school entry.

Characteristics: A full multi-year program of elementary instruction; provision of extensive activities for applying the classroom skills--such as in language arts, science, social studies, and math--to real, urban situations; emphasis in curriculum content upon the student's gaining an understanding of urban interdependence among all racial/ethnic groups as well as the positive aspects of their diversity; use of the Scientific Approach as students solve problems calling for decision making through critical analysis, independent study, and group process; occurrence of activities of the school day both within and outside of the school site; extensive use of resources of the Chicago metropolitan area; a strong emphasis on student attainment of those understandings and skills that promote positive control of one's life and the betterment of the city and its people's welfare; extensive extracurricular activities.

Eligibility: Enrollment in the 1979-80 school year of 300 students who wish to enroll full-time in the school and who have completed the fifth year of school beyond kindergarten.

Application Process: Completion of the Access to Excellence application and routing the application as directed.

Student Selection Procedure: Selection of eligible students based upon the commitment of the magnet school to reflect the racial and economic diversity of the city in its student population.

Date Option Will Begin: September 1979

School Principal: Alvin C. Boyd

MIDDLE SCHOOLS

Function: A Middle School offers an educational program whose organizational structure and curriculum are designed for preadolescents, ages 11-13.

Goal: Provide schools specially designed for the preadolescent child.

Characteristics: Opportunity for children to attend a school offering an education program which has an organizational structure and a curriculum, including content and process, designed to meet the needs and interests of the preadolescent child.

Eligibility: Children who reside with their parents or legal guardians in the attendance area of a middle school and who are of ages served by the middle school.

Application Process: Regular procedure of transfers issued to pupils from elementary schools which contribute membership to middle schools.

Student Selection Procedures: Elementary students who have completed the fifth year of schooling beyond kindergarten.

Date Option Started: 1972

Locations:

Joan Arai Middle
900 West Wilson Avenue (60640) (312) 769-3700
Mr. Nathan M. Lofton, Jr., Principal

Michele Clark Middle
5101 West Harrison Street (60644) (312) 626-2686
Mrs. Clara K. Holton, Principal

Frederick Douglass Middle
543 North Waller Avenue (60644) (312) 379-4985
Mr. Alvin Lubov, Principal

John Hope Middle
5515 South Lowe Avenue (60621) (312) 651-0600
Mr. Earl Bryant, Principal

Brian Piccolo Middle
1040 North Keeler Avenue (60651) (312) 278-0111
Mr. Michael L. Bailen, Principal

Murray F. Tuley Middle
1313 North Claremont (60622) (312) 278-4242
Mr. Lawrence M. McDougald, Principal

O-WAI-YA-WA (Branch of Goudy Elementary School)

Contact Person: Mr. Louis Delgado
Teacher Social Worker
O-Wai-Ya-Wa
5306 N. Winthrop
Chicago, Illinois 60640
(312) 784-3533

Function: O-Wai-Ya-Wa provides a half-day of instruction each school day for American Indian students of the Goudy Elementary School, in addition to after-school and evening services. (For additional information about the function, see Appendix U, page 165.

Goals: Develop the capability of the American Indians to move comfortably between their Indian and non-Indian way of life; provide for American Indian elementary school children the kind of learning environment and curriculum content that is both supportive of American Indian culture/tradition and facilitative for attainment of the habits, skills, and knowledge needed for school success and career development.

Characteristics: Enrollment of an average of 90 American Indian students who spend half the school day in O-Wa-Ya-Wa and the other half at Goudy Elementary School; offering of reading, mathematics, fine arts, Indian history, contemporary affairs, dancing, tribal languages, physical education, and special interest instruction from an Indian perspective; structuring of the learning environment to develop a deeper appreciation of Indian heritage and a more positive self-image; provision of after-school and evening activities such as powwows, crafts, parental meetings; provisions for school groups to visit and participate in activities and for staff to provide inservice training and seminars for schools; funding by a combination of sources: Title IV, in-kind contributions of the system, grants from private foundations and agencies; continuous development influenced by the parent community board and the increased sensitivity of public and private agencies to the needs of American Indian people.

Eligibility: For the regular half-day program of instruction, American Indians of elementary school age who live in the attendance area of Goudy Elementary School and those who live elsewhere in Chicago and desire to attend O-Wai-Ya-Wa as a Goudy Elementary School student; for after-school and evening activities, American Indian students and adults.

Application Process: Contacting O-Wai-Ya-Wa or the office of Goudy Elementary School, 5120 N. Winthrop, 561-2418; filling out a Title IV Indian Verification form.

Student Selection Procedures: Verification of tribal membership.

Date Option Started: 1973

PROJECT R.E.A.D.

Function: This project provides quality education in three pilot inner-city schools, with reading designated as the major emphasis of the project.

Goal: Provide in three diverse inner-city schools a program of quality education focusing on reading (R), the environments (E) that affect the child's learning, and (A) development (D) of the child through improvement of the educational process.

Characteristics: Multiage, multiunit organization; team leader (additonal teacher) for each instructional unit; Instructional Improvement Committee made up of the principal, the program teacher-coordinator, the unit leaders, and the supportive staff which meets weekly; emphasis on involvement of home and community in learning processes; well-equipped resource centers; individualization of instruction, with equipment permitting multiple reading approaches; creation of environments that facilitate learning for all; strong emphasis on reading improvement.

Eligibility: Children who reside with their parents or legal guardians in the attendance area of Goudy, Seward, and Yale Elementary Schools and are of the ages served by the school.

Application Process: Regular procedure for registering pupils in an elementary school.

Student Selection Procedures: All children enrolled participate in the program.

Date Option Started: 1969

Contact Persons:

Mr. Lee Kaiserman, Coordinator
Goudy Elementary School
5120 N. Winthrop
Chicago, Illinois 60640
(312) 561-2418

Dr. Roger L. Vernon, Principal
Seward Elementary School
4600 S. Hermitage
Chicago, Illinois 60609
(312) 927-9166

Miss Virginia S. Kohler, Principal
Yale Elementary School
7025 S. Princeton Ave.
Chicago, Illinois 60621
(312) 783-1234

## LOUIS B. WIRTH EXPERIMENTAL SCHOOL - BRANCH OF KENWOOD ACADEMY

Contact Person: Mr. James Johnson, Acting Asst. Principal
4959 South Blackstone Avenue
Chicago, Illinois 60615
(312) 536-3102

Function: The school provides for upper-cycle elementary students an enriched academic program with a strong emphasis on foreign languages and the fine arts.

Goals: Prepare students to excel in strongly competitive academic settings; develop facility in the use of foreign languages; develop career awareness in foreign languages.

Characteristics: Prescriptive programming of students, including the option of sharing high school classes at Kenwood Academy, to insure optimum learning experiences in major content areas; availability of typing, band, and a variety of foreign languages; Introductory Physical Science, Unified Math, and a program of Aerospace Education also available.

Eligibility: While priority is given to local residents, options are available for graduates of elementary language centers (See Elementary School Language Centers, page 39.) Students completing elementary language centers at 6th grade are referred to as "graduates" in Access to Excellence.

Application Process: Completion of application forms which are available at the school or are mailed upon request.

Student Selection Procedures: Students selected on the basis of standardized test scores, teacher recommendation, and student interest in the language programs of the school.

Principal: Mrs. Elizabeth M. Jochner

# III

# ELEMENTARY SCHOOL PROGRAMS AND CENTERS

## ACADEMIC INTEREST CENTERS: INSTITUTION BASED

Contact Persons:

Mr. Stuart Spitzner, Coordinator
Environmental AICs
Prog. Dev./Alternative Schools
228 N. LaSalle St., Room 626
Chicago, IL 60601 - 641-4491

Mrs. Mary McElroy, Coordinator
Multi-Cultural AICs
Prog. Dev./Alternative Schools
228 N. LaSalle St., Room 626
Chicago, IL 60601 - 641-4491

Function: An institution-based Academic Interest Center provides an optional program of instruction that utilizes the center-site resources of cooperating public and private institutions to enrich, expand, and extend in-school experiences.

Goals: Provide three categories of institution-based AICs -- environmental, cultural heritage, and culture and the fine arts; enrich, extend, and expand in-school experiences to build and build upon skills, abilities, and interests of students and their school curriculum; increase meaningful use of resources of the city as learning environments by the program participants (both children and adults) and those who fall (and will fall) within their sphere of influence; increase opportunity for students to share/exchange information, expertise, ideas ... as task-oriented, racially/ethnically mixed groups; increase understanding of how the multifaceted environments of Chicago, personal and physical, are interrelated, interdependent, and capable of providing the good life.

Characteristics: Center planning/development/operation by the public school system and the cooperating institution in accordance with citywide guidelines for Academic Interest Centers; system provision of two teachers per center, coordinators, transportation, and preservice for classroom teachers attending a center with their students and for volunteers; use of parents and other volunteers as program facilitators; cooperating institution provision of human and other resources for program operation and space; matching of students and center session program to maximize attainment of AIC goals and goals specific for a center; full-day attendance at each center for a classroom of children from each of two schools for a minimum of three days; center regrouping of children to match children and activity and to foster learning exchanges among individuals of differing racial/ethnic backgrounds; interlocking of the learning power and curriculum of the school with the power and ability of the non-school institution to educate. (For a list of centers, see Appendix A page 139.)

Eligibility: All public elementary schools of the City.

Student Selection Procedures: Notifying all elementary schools of the availability of the centers; identifying classrooms of children whose characteristics and curriculum match the program for a center session, with the cooperation of classroom teachers and the approval of the principal; honoring time slot choices as possible for providing a center racial/ethnic mix.

Date Option Started: September 1978

ACADEMIC INTEREST CENTERS: SCHOOL BASED

Contact Person: Mrs. Nancy Broeckl, Program Director
Program Development/Alternative Schools
228 North LaSalle Street, Room 626
Chicago, Illinois 60601 (312) 641-4491

Function: A school-based Academic Interest Center makes available in one location resources for academic improvement that could not be made available in every school within a school system.

Goal: To provide classrooms of students and their teachers short-term educational experiences that utilize resources and resource persons and that complement the standard curriculum and enhance the acquisition of basic skills.

Characteristics: Development of sessions by the Center staff utilizing needs of teachers who will participate in the Center and resources and resource persons within the Center and off-site; voluntary participation of a classroom of students from each of several schools and regrouping of students at the Center to bring together students of various racial/ethnic backgrounds; provision of educational experiences that complement standard academic programs and that are selected to enrich the acquisition of basic reading, other language arts, and mathematic skills as well as related science, social studies, art, music, and physical education activities; extension of the program through follow-up activities in the home schools planned by the school's participating teacher and the field-service teacher from the Center; development of sessions that meet needs, interests, and talents of students and teachers in the local schools and that take advantage of resources of the local community; operation within the city-wide guidelines for Academic Interest Centers. (For a listing of Academic Interest Centers, see Appendix B, p. 140.)

Eligibility: Eligibility of schools to participate in a given year designated by the district superintendent responsible for the school in which the Academic Interest Center is located.

Application Process: Application to the Center teacher-coordination by classroom teachers, approval of the principal; identification, by a Center's field services teacher, of a classroom and teacher with particular talent or interest in the topic of a session at the Center.

Student Selection Procedures: Classrooms of students and their teachers selected for attendance at a session by the Center teacher-coordination; selection of classes to provide a racial/ethnic mix of students in attendance at a session and the age levels to be served at a session.

Date Option Started: Winter, 1978, for demonstration programs at two Centers; implementation of district-selected Academic Interest Centers as programs are approved and funded.

ASIAN BILINGUAL MAGNET CENTER

Contact Person: Ms. Jean Espinosa
Stewart Elementary School
4525 N. Kenwood Avenue
Chicago, Illinois 60640
(312) 561-7513

Function: Native language speaking teachers provide a curriculum in which students can achieve.

Goal: Enable students to reach fluency in English speaking and reading while achieving in other subject areas during the language acquisition period.

Characteristics: A half-day program responsive to the need for each child to achieve in school while gaining fluency in English; provision of native language speakers; use of the native language and the English language as will best facilitate education growth and school satisfaction; busing provided.

Eligibility: Children of Levels A, B, C language fluency, as determined by testing, who can profit from center attendance; enrollment not limited to the school attendance area.

Application Process: Application at Stewart Elementary, with parental consent required.

Student Selection Procedures: Selection based on participation request and eligibility standards.

Date Option Started: 1973

Location: Stewart Elementary School

Principal: Dr. Patricia Ryan

BILINGUAL PROGRAMS

Contact Person: Mrs. Elena B. Mulcahy, Director
Bureau of Multilingual Education,
228 North LaSalle Street, Room 619
Chicago, Illinois 60601
(312) 641-7396

Function: These programs provide students of limited English-speaking proficiency with instruction in the native language and in English as a second language.

Goal: Enable students of limited English-speaking proficiency to achieve at a rate commensurate with that of English-speaking students in all academic subjects while learning English language skills.

Characteristics: Daily provision in all programs for a minimum of ninety minutes of instruction through the native language in mathematics, science, social studies, and language arts in addition to English as a second language; emphasis placed on understanding cultural diversities.

Eligibility: All students who have been identified, through an annual bilingual census, as being of limited English-speaking proficiency.

Application Process: No formal application is required. Whenever a student is found to be in need of bilingual education, he/she is offered the option to participate in the program.

Student Selection Procedures: Eligible students must be offered participation in the program if enrolled in a school with twenty or more limited English-speaking student who come from the same language background. In all other cases the student may be given the option to transfer to a school offering the program, to receive services from an itinerant bilingual teacher, or to participate in a magnet program.

Date Option Started: Voluntary, 1968; state-mandated, 1976

Option Locations: Approximately 200 schools have bilingual programs in one or more of sixteen different languages, serving a total of 25,000 students. See Appendix E, page 143 for a listing of programs.

CHICAGO ARCHITECTURE FOUNDATION PROGRAM

Contact Person: Mrs. Sue Maxwell
Programs for the Gifted,
228 North LaSalle Street, Room 1114
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides differentiated education for gifted elementary students through the use of the human and material resources of local cultural institutions.

Goal: Provide an in-depth study of Chicago's architecture and of the specific historical events and other circumstances that have resulted in Chicago's reputation as a leading architectural center.

Characteristics: Offering by the Chicago Architecture Foundation of a course for 15-20 students who meet on Wednesdays of the school year from 1:00 - 4:00 p.m. at the Archi-Center in downtown Chicago or the Glessner House, the home of the Foundation; program emphasis on the unique geographical advantages of Chicago, advances in building methods and the use of materials, style and design, zoning regulations, economic considerations, changing patterns of human behavior, and the impact of specific historical events; walking tours of architecturally significant sites and visits to architectural firms; offering of one honors-level credit in science.

Eligibility: Students living in the City who will graduate from a public elementary school at the end of the school year and have been identified as gifted by local criteria.

Application Process: Completion of application form available at the school or from the Gifted Program Office in February; written parental approval.

Student Selection Procedures: Initial screening of application at the home school in accordance with guidelines of the Illinois Office of Education for gifted programs; final selection of students on the basis of applications, standardized test scores, teacher recommendation, and checklists.

Date Option Started: 1977

CHICAGO HISTORICAL SOCIETY ELEMENTARY PROGRAM

Contact Person: Mrs. Sue Maxwell
Programs for the Gifted,
228 North LaSalle Street, Room 1114
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides differentiated education for gifted elementary students through the use of the human and material resources of local cultural institutions.

Goal: Provide opportunity for students to learn about the resources of the Chicago Historical Society and to learn about Chicago history and lifestyles at particular periods in Chicago's past, through using the site as a learning laboratory.

Characteristics: Provision by the Society of staff and resources for a program for 12 students who meet together on Wednesday afternoons from 1:00 - 3:00 p.m. during the school year; inclusion of an introduction to the Society, an overview of Chicago history, and special projects for comparing and contrasting lifestyles at particular periods in Chicago's past.

Eligibility: Students living in the City who will graduate from a public elementary school at the end of the school year and have been identified as gifted by local criteria.

Application Process: Completion of application form obtained from the adjustment teacher/counselor of the local school; signature(s) indicating parental approval.

Student Selection Procedures: Initial screening of application at the home school in accordance with guidelines of the Illinois Office of Education for gifted programs; final selection of students on the basis of applications, standardized test scores, teacher recommendation, and checklists.

Date Option Started: 1977

COMPREHENSIVE PRIMARY GIFTED PROGRAM

Contact Person: Mrs. Sheila Schlaggar, Team Leader
Bell Elementary School
3730 North Oakley Avenue
Chicago, Illinois 60618
(312) 463-1884

Function: This program provides resources and training designed to help gifted children accelerate and enrich their learning.

Goals: Development of study skills and work habits which foster self-motivation, self-discipline, and sustained independence; active involvement of each child in his/her education and in development of an increased sense of responsibility.

Characteristics: Alternatives which are stimulated through interest centers; use of pupil tutors in creative language arts and laboratory science; activities in a variety of modes and appropriate for concepts being studied including large group, small group, individual, cross level, and multi-age.

Eligibility: District Three students; 9th stanine after completion of kindergarten; principal, adjustment teacher, gifted social worker, teacher recommendation.

Application Process: Announcement; application containing School Portion with teacher checklist and Parent Portion with general information, medical data, parent permission form; willingness of parents to provide child's transportation if needed; testing of qualified applicants; parent notification in writing.

Student Selection Procedures: Selection is made using application information and test results; candidates placed on list according to rank order; assignment in program based on availability of spaces and place on waiting list.

Date Option Started: September 1978

Principal: Mrs. Lydia P. Gluss, Bell Elementary School

DISTRICT GIFTED CENTERS

Contact Person: Mr. Richard W. Ronvik, Director
Programs for the Gifted,
228 North LaSalle Street, Room 1114
Chicago, Illinois 60601
(312) 641-4587

Function: District Gifted Centers offer specialized part-time programs for gifted students on a district-wide basis.

Goals: Bring together gifted students of the district to participate one day each week during the school year in a specialized program; provide for the needs of gifted students.

Characteristics: Division of gifted students for a Center into four groups, each group engaging in a special program one day or two half days each week of the school year; each program having its own curriculum and focus and each providing deeper and more concentrated study at a faster pace than at the home school.

Eligibility: Chicago public school students who are in the various grades served by the respective District Centers and are identified as gifted according to the specific criteria established by the District Center.

Application Process: By invitation following student identification at the home school.

Student Selection Procedures: District-wide screening, usually through teacher observation and other check lists; achievement scores, aptitude scores, creativity measures, and administrator nominations, to select the most talented.

Date Option Started: 1967

Option Locations: During the 1978-79 school year, District Gifted Centers operated in the following locations: Edison School, Peterson School, Boone School, Jamieson School, the District 5 Education Center, Dodge School, Skinner School, Burns School, Mason School, Ray School, the Gifted Center at Chicago State University for children from three districts, and the Gifted Center at the University of Chicago. Persons interested in school addresses or other information such as the locations for the 1979-80 school year should contact the office of the Programs for the Gifted.

ELEMENTARY SCHOOL LANGUAGE CENTERS

Contact Person: Mrs. Emelda L. Estell, Coordinator
Department of Program Development/
Alternative Schools, Room 626
228 North LaSalle St. (60601)
(312) 641-4097 641-4491

Function: Elementary School Language Centers provide a wide range of options in second language instruction for students on a school-wide basis, beginning with kindergarten children or AC 6 children and continuing through grade six.

Goals: Provide school-wide language instruction in several languages at each of several public elementary schools of Chicago; interface the Center curriculum with the regular school curriculum; articulate the program with the secondary-level Centers for Languages program.

Characteristics: Wide range of language choice, with each Center offering a minimum of three languages; language curriculum interfaced with the regular elementary curriculum; option to study one language intensively and extensively or to study two or more languages during the elementary school years; study of the positive cultural aspects; exploration of career opportunities involving language facility and cultural awareness; use of tutors, including native speakers, to expand learning opportunity for the individual child; full-time enrollment in the school required.

Eligibility: All students residing in the attendance area of the participating school eligible to enroll; students who live outside the attendance area of the school eligible to apply for admission if at grade level or above scholastically.

Application Process: For students outside the attendance area of the school, application through the Access to Excellence coordinator for the district in which the school is located.

Student Selection Procedure: Selection made cooperatively by staff of the individual school, the district Access to Excellence coordinator, and the program coordinator; consideration of racial, ethnic, and linguistic characteristics in student selection process to enroll an academically, linguistically, and ethnically diverse population.

Center Locations and Languages: See Appendix K, page 150.

HYDE PARK-KENWOOD ACADEMIC INTEREST CENTER/CLUSTER

Contact Person: Ms. Beulah Stamps
Access to Excellence Coordinator
District Office
5014 S. Lake Park Avenue
Chicago, Illinois 60615
(312) 924-7466

Function: The center brings together groups of children from a cluster of six schools of the combined Hyde Park-Kenwood community for learning experiences that extend or enhance learning opportunity at the home school.

Goals: Provide opportunities for children from different attendance areas within the combined Hyde Park-Kenwood community to learn together in a supportive and stimulating environment; provide professional growth experiences for teachers; provide incentive for parents to choose public schools as their first choice for enrollment of their children.

Characteristics: Planned to help satisfy the high expectations of parents for their children; center regrouping of children from three schools to provide a representative mix of race, sex, socioeconomic background; unit of study repeated for children drawn from remaining three schools; each unit not to exceed ten days; unit planning by parents to expose children to community resources; learning facilitation by center staff, teachers accompanying their groups of children, parents, and others.

Eligibility: Children ages 6-11 who attend a cluster school.

Student Selection Procedures: Scheduling of students and teachers for program participation in accordance with final decision of the principals of the six schools of the cluster; participation group-based and needs-based.

Date Option Started: October 1978

Cluster Schools: Bret Harte, Kozminski, Murray, Ray, Reavis, and Shoesmith Elementary Schools of District 14.

Location: Kozminski Elementary School
936 East 54th Street (60614)

ZOO ECOLOGY PROGRAM

Contact Person: Mrs. Sue Maxwell
Programs for the Gifted,
228 North LaSalle Street, Room 1114
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides differentiated education for gifted students through the use of the human and material resources of local cultural institutions.

Goal: Provide the opportunity for a limited number of elementary gifted students to participate in a weekly science experience at the Lincoln Park Zoo in order to extend and expand their science study at their school.

Characteristics: Program implementation at the Lincoln Park Zoo on Tuesday afternoons of the school year, from 1:00-3:00; enrollment limited to 32 students.

Eligibility: Students living in the City who will graduate from a public elementary school at the end of the school year and who have been identified as gifted in accordance with local criteria.

Application Process: Completion of application form available from elementary school adjustment teacher/counselor; written parental approval.

Student Selection Procedures: Initial screening of applications by teacher and principal in accordance with Illinois Office of Education guidelines for gifted programs; achievement beyond the average level of expectation in reading; teacher recommendation; and completion of student questionnaire.

Date Option Started: 1972

# IV

# SECONDARY SCHOOLS AND SCHOOLS-WITHIN-A-SCHOOL

CLEMENTE ALTERNATIVE HIGH SCHOOL

Contact Persons: Miss Rene Crescenzo
Miss Judith Gearon
Clemente High School
1147 N. Western Avenue
Chicago, Illinois 60622
(312) 641-8168

Function: This program provides one year of alternative schooling for students who are unable to cope with the attendance responsibilities of the traditional program at Clemente High School.

Goals: Provide an educational program which will allow students to recoup credit losses of the previous year while maintaining a full program for the current year; provide counseling program which will allow the students to form support groups which will help them deal with typical adolescent problems when they return to the regular program the following year; provide a learning environment which minimizes the number of people with whom the student must interact; provide a situation in which students will be successful so that they will gain confidence in their ability to succeed in the regular program.

Characteristics: Course offering in all major subject areas; opportunity for students to earn more than four credits; program self-contained so that students cannot selectively cut their classes; biweekly peer counseling meetings for students, under the guidance of a social worker/counselor, with school and family problems the major topics of the meetings. (See p.112)

Eligibility: Students who have been in attendance at Clemente High School for at least one full semester prior to acceptance in the Alternative Program, who are 14-15 years of age, who have a history of selective cutting, and who are not eligible for aid in special education or bilingual classes.

Application Process: Application of interested students during their second year at Clemente; recommendation by counselors and teachers of students for the program; acceptance of a limited number of freshmen students in January if there are openings.

Student Selection Procedures: Interview of eligible students; selection by the teachers and counselors of the program of the students most in need of the program.

Date Option Started: 1977

FARRAGUT OUTPOSTS

Contact Person: Mr. Lawrence Flournoy, Assistant Principal
Farragut High School
2345 South Christiana Avenue
Chicago, Illinois 60623 (312) 762-2421

Function: Each of three Farragut Outposts provides an alternative high school program for students who are not experiencing success in the school.

Goal: Offer to youth not experiencing success in high school the opportunity to attend school fulltime in an Outpost whose learning environment is responsive to the needs of a particular group of students.

Characteristics: Three off-campus Outposts, each meeting requirements for high school graduation but through differing learning approaches and settings; each learning environment personalized, caring, relaxed, designed to improve self-image; one Outpost currently enrolling 18 females and 31 males and having a racial mix but 75 percent Latino; one with 37 Black males; one with 33 Black females; Each Outpost located in and receiving free rent and other services from an agency; each a component of Farragut High School, which awards the diploma and provides services and opportunities not available at the Outposts.

Eligibility: Students enrolled in Farragut High School; other students of high school age who have been enrolled in a Chicago public school.

Application Process: Application through the student's high school counselor.

Student Selection Procedures: Recommendation by the student's counselor, review by the coordinator, student choice decision, parental approval, school recommendation; additionally for non-Farragut students, appropriate line decisions and space availability.

Option Locations:

Little Village Boys Club
2801 S. Ridgeway (60623)
(312) 277-1800

Marcy Center
1539 S. Springfield Ave. (60623)
(312) 762-3106

Better Boys Foundation
1512 S. Pulaski Road (60623)
(312) 521-3718

HARRISON OUTPOST

Contact Persons: Mr. Leon Harris, Instructor
Mr. Theodis Wilborn, Instructor
Harrison Outpost
Douglas Park Branch, Chicago Public Library
3353 West 13th Street 60623
(312) 762-3725 or 522-9412

Function: This program offers students not experiencing success in the regular high school situation a chance to succeed in a different learning environment.

Goal: Provide for students not experiencing success at their regular school a neutral, relaxed, facilitative learning environment with a modified curriculum and varying learning/teaching approaches.

Characteristics: One-to-one and small group teaching/learning in the relaxed atmosphere of a Chicago Public Library; enrollment of 20-25 students; high school level courses provided by two instructors; opportunity to take courses in the regular high school when enrollment permits.

Eligibility: Male students of the district who are of high school age and have been recommended for the program.

Application Process: Requests of parents and students residing in the district; counselor referral with line approvals.

Student Selection Procedures: Review of student record by instructors of the program.

Date Option Started: February 1970

INDUSTRIAL SKILL CENTER

Contact Person: Mr. John O. Gibson, Principal
Industrial Skill Center
2815 West 19th Street
Chicago, Illinois 60623
(312) 762-5120

Function: This alternative high school offers the job-oriented, out-of-school youth the opportunity to earn a high school diploma and receive training in a variety of occupations.

Goals: Re-interest and re-enroll high school dropouts in a formal high school program which leads to acquisition of a high school diploma; prepare students, through a variety of skill training/work experience programs, for the world of work; assist students in becoming self-sufficient.

Characteristics: Academic courses which are designed to meet the achievement level of and accommodate the learning style of the student; movement of the student at his own pace through task-oriented learning units which have been developed especially for him; every student enrolled in the skill training/work experience component of the program which allows him to earn money as he learns about the world of work; counseling program (individual and group sessions) designed to promote positive attitudes toward self, school, society, and work.

Eligibility: High school dropouts of the City who are at least sixteen years of age and desire to re-enter school.

Application Process: Completion of the Industrial Skill Center application form.

Student Selection Procedure: Through personal interview of applicants whose names are on the waiting list.

OMAT (One Major at a Time)

Contact Person: Mr. J. B. Sutton, Coordinator
730 N. Pulaski Road
Chicago, Illinois 60644
(312) 826-8400

Function: This dropout prevention program at Orr High School offers freshmen and sophomores not experiencing school success an alternative way of earning four major credits during the school year.

Goals: Provide a one-year academic program for freshmen and sophomore students who might experience greater academic success in a learning environment different from that of the regular program; increase learning competencies and school success for failure-prone students.

Characteristics: A one-year program offering one major course at a time for a total of four courses during the school year, each quarter course covering a different subject area and each taught by one teacher in a facilitative environment for four periods daily; offering enrollment in one minor subject for some students.

Eligibility: Freshmen and sophomore of Chicago public high schools.

Application Process: Identification by the home school in January of students entering high school in September or of freshmen students who are likely candidates for the OMAT program; conference(s) with student; submission by the home school of the OMAT referral form.

Student Selection Procedures: Selection of students most likely to succeed in the program following interview and records analysis; final selection of students, not to exceed 300, with parental permission.

Date Option Started: July 1976

Option Location: Orr High School, 730 N. Pulaski Road
Mr. Kenneth R. Van Spankeren, Principal

TRIAD

Contact Person: Mrs. Masha S. Dubin, Coordinator
Sullivan High School
6631 North Bosworth
Chicago, Illinois 60626
(312) 262-5271

Function: This program provides learning opportunity for approximately 50 dropout and potential dropout students of Sullivan, Senn, and Mather High Schools.

Goals: Provide an in-school situation whereby students who have left school can return and begin to achieve in academic and social areas; teach students who have a history of school failure how to succeed in a formal school setting; then motivate and facilitate students' re-entry into the regular school program to complete their high school education; assist students in planning alternatives to completing their high school education if they do not re-enter the formal high school program.

Characteristics: Provision of a structured, self-contained classroom at Sullivan High School; specified requirements for each student concerning time and curriculum commitment; emphasis on independent study through individualized instruction and on behavior modification in such areas as employability, sociability, and general conformity to current educational and social trends; inclusion of work-study program.

Eligibility: Dropout and potential dropout students who are 16 but not 17 years of age and who have emotional, educational, peer, social, family, drug, and/or alcoholic problems.

Application Process: Completion of pre-registration form including permission of parents; recommendation by counselors and administrative staff of the schools and by neighborhood social service agencies and probation officers.

Student Selection Procedures: Review of application form; personal interview; commitment of applicant to try to succeed in the TRIAD environment.

Date Option Started: 1974

Principal: Dr. Robert D. Brazil
Sullivan High School

CARVER AREA HIGH SCHOOL

Contact Persons: Mr. Alexander Whitfield, Principal
Miss Edith M. Hunter, Assistant Principal
13100 S. Doty Avenue
Chicago, Illinois 60628
(312) 821-2680

Function: This regular high school provides a comprehensive program of instruction with several special emphasis.

Goals: Provide a comprehensive program of instruction that meets the needs of the college bound student and the student who desires to enter a career at high school graduation or following additional career training not leading to a college degree.

Characteristics: Provision of a regular high school program was well as magnet-quality programs such as: PEP, a program for gifted students who attend classes two days each week at the University of Chicago or the Museum of Science and Industry and who are willing to participate in special after-school, Saturday, and summer activities; Occupational Food Services, which extends students' knowledge of the food services industry, uses commercial equipment in a modern laboratory, and enables students to learn job-entry skills in practical experiences; Child-Development and Pre-Kindergarten Program, which trains high school students on-site to work with pre-schoolers; cosmetology. Physically a highly functional structure of three-interconnecting units in a park-like setting, with two gymnasiums seating 2,000 spectators, an olympic-size swimming pool, an auditorium seating 1,000, and many other facilities for the extensive physical education and performing arts programs; with two modern resource centers; and with a number of laboratories, centers, and shops.

Eligibility: Students living in the Altgeld/Murray housing project; students of the Quint Schools (See p. 64 ); Access to Excellence students; and any other student of the city whose reading and math scores are at grade level and who has a good record of attendance and conduct.

Application Process: Completion of application form available at the school or by calling 821-2680, except for students of the Altgeld/Murray housing project.

Student Selection Procedures: For the Quint School students by lottery; Access to Excellence students, interest in the Access program and space availability; for citywide students, meeting of requirements and interview.

Date School Started: 1973

## CHICAGO CENTRAL TECHNICAL INSTITUTE (HARRISON HIGH SCHOOL)

Contact Person: Mr. Bruce H. Berndt, Principal
Chicago Central Technical Institute
2850 West 24th Street
Chicago, Illinois 60623
(312) 277-1213

Function: Harrison High School is being restructured as the Chicago Central Technical Institute to provide secondary education programs within three areas of emphasis: Basic Skills Development, College Preparation, and the Development of Technical Skills.

Goals: For the Basic Skills Development emphasis, provide students below grade level mastery with intensive instruction in reading, mathematics, and language arts; provide a Peer Counseling Program and continue the existing Peer Culture Development Program; mainstream these students when they reach grade level mastery. For the College Preparation emphasis, offer a four-year preparation program for students at grade level mastery or above. For the four-year Development of Technical Skills emphasis, provide several centers, each offering extensive technical skill development: Computer Science, Technical Skills Development, Pre-Apprenticeship Carpentry, Medical Records Transcription, Foreign Language, and others to be determined. Prepare students to continue their education in college or in management-level or technical positions. Provide facility in foreign language(s) as access to international as well as domestic opportunities.

Characteristics: For the location of descriptions of the Technical Centers of the Institute, see Contents, page xi.

Eligibility: Open to high school students from the entire city.

Application Process: Completion of appropriate Access to Excellence application; routing of application as directed.

Student Selection Procedures: Selection of students based upon their interest in and qualifications for the program or center for which they are applying.

Date Option Started: September 1978

CHICAGO HIGH SCHOOL FOR METROPOLITAN STUDIES (METRO)

Contact Person: Mr. Lee Alo, Assistant Principal
METRO
33 East Congress
Chicago, Illinois 60605
(312) 641-8188

Function: This magnet "high school without walls" offers a diversified curriculum in its headquarters located in a Chicago Loop building and in the vast resource areas of the city utilized as laboratories for learning experiences.

Goals: Implement multiple learning environments throughout the city that offer meaningful education in real-life situations and reflect the needs and interests of the students; provide learning units that meet graduation requirements while offering a wide range of choices and learning facilitators; involve students in decision making and provide a community of teachers and students for support and feedback.

Characteristics: Four 9-week learning cycles, each with over 100 courses, about a third of which deal with topics not usually covered in regular high schools; a three-part program consisting of learning units, individual placements, and counseling groups of 15-18 students; use of people with desired skills and interests, such as lawyers, electricians, artists, reporters, scientists; learning environments of the city as components of the METRO environment; promotion of student growth in independence, motivation, decision-making, self-evaluation of their work; involvement of outside consultants in meeting all goals.

Eligibility: Students of the city eligible to enter a Chicago high school in September; transfers to fill vacancies.

Application Process: Completion of the METRO application form and submitting it as directed prior to the stated deadline.

Student Selection Procedures: By lottery to comprise a membership that come from every neighborhood of the city and closely reflect the diversity of Chicago's school population in terms of ethnic background, interests, and previous school achievement; selections to fill vacancies made from waiting list, with ten percent admitted on a special case/principal's prerogative basis also requiring an interview.

Date Option Started: 1970

THE CHICAGO SCHOOL FOR THE ARTS

Contact Person: Dr. Donn Wadley, Director
Department of Program Development/
Alternative Schools, Room 626
228 N. LaSalle St. (60601)
(312) 641-4491

Function: The Chicago School for the Arts provides learning experiences in the Arts for high school students who are professionally oriented to the Arts.

Goals: Provide in-depth education experiences in the Arts; provide experiences in cooperation with professional artists in studios and theaters in the City; meet the need of the system to provide art education to talented high school students whose learning characteristics signal that greater achievement can occur in a school focusing only on the Arts.

Characteristics: Extensive learning experiences in Dance, Music (vocal and instrumental). Theater (technical and production), Visual Arts, and Arts Management; inclusion of the historical development of each Art. Preparation in the Arts directed toward careers and employability in this highly competitive field; academic subjects taught from the point of view that art is a fundamental part of all subject matter. For the 1979-80 school year, attendance of students at their present high school in the morning and attendance at The Chicago School for the Arts from 1:00-3:30 daily for study in the Arts. Placement of selected students in learning experiences appropriate to their skill development, proficiency, interest, and ambitions; use of studios, theaters, cultural institutions, and private enterprises as instructional centers of the school; instruction by adjunct teacher/artists (practicing artists) in the various Arts as well as by specially chosen teachers of the system who work with adjunct teacher/artists, students, and parents in assessing each student's needs, developing appropriate learning experiences, and evaluating the student's progress.

Eligibility: For February 1980 enrollment, juniors and seniors attending a secondary-level school of the system; for the 1980-81 school year, sophomores, juniors, and seniors.

Application Process: Application through the student's counselor; recommendation; completion of application and forwarding in accordance with procedures stipulated.

Student Selection Procedures: Selection of students on the basis of demonstrated talent, recommendation of school, audition/review procedures, and willingness of the student to produce in a rigorous program of instruction.

Date Option Will Begin: February 1980

CURIE HIGH SCHOOL

Contact Person: Mr. Robert Schneider
Curie High School
4959 South Archer Avenue
Chicago, Illinois 60632
(312) 284-1700

Function: This regional high school provides a comprehensive program of instruction with three thrusts: Academics, Performing Arts, and Technical/Vocational Training.

Goals: Provide for the success of each student through a curriculum developed around three areas: Academics, Performing Arts, and Technical/Vocational Training; fully utilize the professional preparation and experience of each teacher such as through team-teaching, independent study, and resource center-related instruction; provide an extensive extracurricular program fostering development of the whole person; promote student/community interaction and engender appreciation of the humanistic worth of all individuals and groups; implement the premise that education aims at self-direction.

Characteristics: Extension of the Curie Attendance area to include three additional attendance areas; racial mix of 67 percent White, 22 percent Black, and 11 percent Latino; facilities reflecting the diverse needs of students of a modern urban school; extensive performing arts program with 70 percent of students participating; computer education providing 9 courses serving 450 students in 3 computer languages; extensive vocational education programs: auto shop, electronics, drafting, metal shop, woodshop, electrical shop, and cosmetology; variety of other academic offerings including interior design, 30 upper-level option English courses and a Centers for Language Program as described on page 75.

Eligibility: Students living within the attendance area of Curie High School; students living in the attendance area of Hubbard, Kennedy, and Kelly High Schools who apply for admission.

Application Process: Three application forms: local residency; lottery application for students of the Hubbard, Kennedy, and Kelly High Schools; form entitling brothers and sisters of Curie students to be accepted without lottery.

Student Selection Procedures: Selection in accordance with above criteria; lottery selection of students applying from the Hubbard, Kennedy, and Kelly attendance areas, with overcrowdedness of the home school a stipulation.

HYDE PARK CAREER ACADEMY

Contact Person: Mrs. Claire Goldsmith
Hyde Park Career Academy Project
6220 S. Stony Island Avenue (60637)
(312) 493-1366

Function: The Academy provides career education as a part of every student's program and provides four distinct education programs: the General High School Program, the Magnet School Program, the Transitional Center Program, and the College Center Program.

Goals: Better meet the present and projected needs of urban youth through providing within one school several education paths, each responsive to the learning styles and characteristics of a particular student population; emphasize career education and provide a four-year career education program for all students; promote close relationships with parents, community, and the world-of-work, including identifying and utilizing community resources and advisory boards in planning and operating education programs and their projection into the community.

Eligibility: For the Magnet School, students of the city who are above grade level in reading and mathematics, plan to pursue a professional career and attend college, and are responsible, competent students; limitation to attendance area for students enrolled in other program paths.

Characteristics: For Magnet School students, a core curriculum along with opportunities to explore and test interests, aptitudes, and curiosities through such offerings as enrichment programs with colleges and uni ersities, use of community resources as learning laboratories, advanced placement courses for college credit, and participation in the Academy's College Center; for the General High School Program, such opportunities as enrollment in work/study programs, competency-based instruction, training in such career areas as computer occupations, business occupations, television and broadcasting, printing occupations; for the Transitional Center students, individualized instruction and small group counseling, occupational training, and practical experiences in work/study courses to re-orient them and improve their decision making and personal development; for adults of all ages, classes offered by the College Center. For all, a strong emphasis on career exploration and training.

Application Process: Request for admission through the elementary school adjustment teacher or the high school counselor; for the College Center, completion of application.

Student Selection Procedures: Regular procedures for admission to the General High School and to the Transitional Center; Admission to the other programs on the bases of application content, school records, and personal interview results.

Principal: Mr. Weldon A. Beverly, Jr., Hyde Park Career Academy

HYDE PARK CAREER ACADEMY: THE MAGNET SCHOOL

Contact Person: Miss Judy Elman
Hyde Park Career Academy
6220 S. Stony Island Avenue
Chicago, Illinois 60637
(312) 493-1366

Function: This school-within-a-school of the Hyde Park Career Academy provides a comprehensive program of instruction for students who plan to enter professional careers.

Goals: Develop an awareness of one's aptitudes, interests, values and career goals; stimulate a strong curiosity and a positive attitude toward learning; promote academic excellence and high standards of performance; develop positive attitudes toward self, family and others; link education with a broad awareness of professional and career opportunities; and promote close relationships with parents, community and the World-of-Work.

Characteristics: Core curriculum for college-bound students; emphasis on communication skills, computation skills, decision making skills, and academics; enrichment programs with colleges and universities; use of community resources as learning laboratories; advanced placement courses for college credit; opportunities to explore and test interest, aptitudes, and curiosities; opportunities to take career education courses; competency-based, career oriented four-year program; extracurricular activities in athletics, music, art, drama, journalism, special interest clubs and groups; linkage with the Academy's College Center for participation in the College Acceleration Program.

Eligibility: Students of the City eligible for high school who are on or above grade level in reading and mathematics, plan to pursue a professional career and to attend college, and are responsible, studious, and ambitious.

Application Process: Completion of application form available at the Academy office or by calling 493-1360.

Student Selection Procedures: Selection based on content of application, school records, and personal interview.

Date Option Started: 1975

Principal: Mr. Weldon A. Beverly, Jr.
Hyde Park Career Academy

JONES COMMERCIAL HIGH SCHOOL

Contact Person: Dr. Joan E. O'Malley, Principal
Jones Commercial High School
606 South State Street
Chicago, Illinois 60605
(312) 922-5733

Function: This Chicago Loop upper secondary school serves business career aspirations of approximately 1,000 currently enrolled Chicago students through its campus program and its use of Loop businesses as laboratories for work experiences.

Goals: Provide intensive skill and personality training in these business education fields: Accounting, Business Machines, Data Processing, Machine Transcription, Marketing, Medical Clerk, Secretarial (manual and machine shorthand); require success in a work-study program to prepare juniors and seniors for careers in the business world immediately upon graduation; bring together students of various racial/ethnic groups.

Characteristics: Provision of excellent facilities, simulating an office environment; required work experience; emphasis on skill development and personal habits leading to work success; preparation leading to demand by the business community for full-time employment of graduates.

Eligibility: Students living in the City who will have completed their sophomore year with a "C" average, and who have passed the Chicago Proficiency Skills Test before September.

Application Process: Completion of application form, including signature of parent; personal interview.

Student Selection Procedures: Academic achievement at or beyond the average level of expectation as recorded in course book reviewed and discussed during interview; results of personal interview.

Date Option Started: 1938

KENWOOD ACADEMY

Contact Person: Mrs. Elizabeth M. Jochner, Principal
5015 South Blackstone Avenue
Chicago, Illinois 60615
(312) 538-3538

Function: Kenwood is a 9 through 12 academy, integrated without quotas, which places a strong emphasis on the academic disciplines and college preparation. (See Wirth Experimental School, page 58, for its relationship to the Kenwood Academy function.)

Goals: Improve skills of students at all levels; provide a wide variety of course options including college level courses; continue to prepare at least 85% of its students for advanced study.

Characteristics: A broad racial and economic mix, with over 1,900 students presently enrolled; innovative programming allowing students to elect a flexible course of study; over 200 course offerings including five years of study in each of five languages (see Centers for Languages, page 75), advanced placement courses in 13 areas, computer architecture, cultural anthropology, women's studies, genetics, and independent study courses; association with the University of Chicago permitting students to participate in college level courses at the University; Early Involvement Center permitting participation of elementary students at Kenwood; Programs for the Gifted; development of new approaches for the less talented.

Eligibility: While priority is given to local residents, students throughout the city who wish access to Kenwood's special programs may enroll.

Application Process: For local students, regular procedures; for other students, completion of the application form for the special program desired.

Selection Procedures: Students selected upon the basis of interest in and qualifications for the variety of programs offered.

Date Option Started: July 1977

Upper Elementary Option: For full-time enrollment, planned for September 1979 availability.

LANE TECHNICAL HIGH SCHOOL

Contact Person: Mr. Norman E. Silber, Principal
Lane Technical High School
2501 West Addison Street
Chicago, Illinois 60618
(312) 935-7205

Function: This large coeducational magnet school prepares students for technical careers in engineering, science, and architecture and for college admission in such academic disciplines as architecture, art, engineering, liberal arts, mathematics, music, and science.

Goals: Offer courses of study and facilities especially designed for students who want to pursue engineering, scientific research, or related technical areas in college; offer opportunity for obtaining a highly comprehensive, challenging, and stimulating education that will enable students to continue studies in any field they choose.

Characteristics: Offering any qualified student a broad general curriculum with particular stress placed upon the technological aspects of a modern education; many and varied shops intended to give students a broad general education, a knowledge of tools and materials, and manipulative skills so important in medicine, dentistry, and the technical aspects of engineering and scientific research; requirement of two years of shop for both males and females in the pre-engineering, science and math, and engineering drafting (architectural or machine) concentrations; graphic arts in three shops in three rooms: linotype, pre-press, and press in which all printed materials for Lane Tech is produced; a four-year major credit course in art and in music; regular and honors courses and Advanced Placement work in history, chemistry, physics, mathematics, and art; school regulations and codes cooperatively determined and strictly enforced; pride in self and school.

Eligibility: High school students who reside north of Roosevelt Road to the east and west city limits and who have average or above achievement records.

Application Process: See Lindblom Technical High School, page 61.

Student Selection Procedures: See Lindblom Technical High School, page 61.

Date School Was Opened: 1908; in its present campus of 30 acres, 1934.

LINDBLOM TECHNICAL HIGH SCHOOL

Contact Person: Dr. Patrick F. Ahern, Principal
Lindblom Technical High School
6130 South Wolcott
Chicago, Illinois 60636
(312) 436-2500

Function: This coeductional technical high school focuses upon pre-engineering in preparing students to meet the rigorous demands of a college education.

Goals: Prepare students to meet the rigorous demands of a college education; prepare students for future careers in engineering and related technical fields through placing great emphasis on mathematics and the exact sciences.

Characteristics: Included in requirements for all students: shop and drafting during the freshman and sophomore years; three years of mathematics and three years of exact sciences. A demanding program of instruction which includes enrichment and advanced placement studies, early involvement programs sponsored by colleges and universities of the Chicago Metropolitan Area, English courses designed to develop precision in thought patterns and skill in speech and writing, and social science courses geared toward effecting an understanding of the problems and challenges brought about by social, economic, political, and ideological influences. Encouragement of interaction between staff and students. Pride in total commitment of staff and student body to the education process.

Eligibility: Eighth grade students, freshmen, sophomores or juniors who reside south of Roosevelt Road to the east and west city limits and who have average or above average achievement records are eligible to apply.

Application Process: For graduating elementary students, application through the adjustment teacher; for high school students, application through their counselor.

Student Selection Procedures: Admission to ninth grade of students whose standardized test scores are at or above grade level and who are successful on the placement examination; admission of high school students who are successful on the placement examination and can produce evidence of average or above average achievement at the high school in which they are currently enrolled.

Date Option Started: 1963

LITTLE BIG HORN HIGH SCHOOL (Indian Center Branch of Senn H.S.)

Contact Person: Ms. Lucille St. Germaine
5900 N. Glenwood, Room 213
Chicago, Illinois 60660
(312) 561-1034

Function: This program is designed to increase school satisfaction and success of American Indians of high school age.

Goals: Enhance self-esteem through study of one's tribe, culture, and heritage; motivate students to stay in school and attend school regularly; provide instruction for raising math and reading levels so students will be in regular peer groups; motivate students to acquire a higher education so that they may return to their people and help them in their fight for survival.

Characteristics: Provision of courses in American Indian literature, arts, crafts, cooking, creative writing, science, typing, consumer education, and physical education; eligibility of participants for all services of Senn High School or any secondary school in their community; special academic climate which respects Indian culture and venerable traditions; involvement of the Little Big Horn Advisory Council in planning and development of the program.

Eligibility: Any Native American of the City who is of high school age.

Application Process: Presenting one's-self at the branch; proof by parents of tribal affiliation.

Student Selection Procedures: Selection of students of high school age and affiliated with a tribe.

Date Option Started: September 1971

NEAR NORTH MAGNET CAREER HIGH SCHOOL

Contact Person: Dr. Bruce E. Troutman, Principal
Near North Magnet Career High School
1450 North Larrabee
Chicago, Illinois 60610
(312) 280-3900

Function: This new high school will offer specialized career programs in nine occupational fields: Design/Graphics, Hotel and Restaurant Management, Horticultural and Landscaping, Auto Mechanics, Body and Fender Techniques, Industrial/Commercial Building Maintenance, Business Occupations, Combined Metals, Ophthalmic Assistantship.

Goals: Prepare students for specialized positions, after graduation, in nine occupational fields; offer core curriculum that relates to the occupational field of choice and that meets graduation and college entrance requirements in mathematics, science, social science, and English.

Characteristics: Organized learning experiences that include theory, practice, simulated tasks, and on-the-job experiences.

Eligibility: Students who meet the criteria for elementary school graduation, have a 90% attendance record, have a commitment from their family that they will receive support in school performance and attendance throughout the high school years, and demonstrate through a Vocational Planning Inventory and a Vocational Interest Survey that they have a strong interest in and an aptitude for career education; for students transferring from other high schools, good academic and attendance records.

Student Selection Procedures: Selection based on content of the application, record of school attendance, commitment, and demonstration of interest in and aptitude for career education; approximately 300 freshmen, to be selected for the 1979-80 school year.

Date Option Will Begin: September 1979

QUINT SCHOOL CLUSTER

Function: This option permits students living within the combined attendance areas of five high schools to apply for admission to any of the five schools.

Goal: Offer students a wider choice of schools and education programs through clustering the Carver Area, Corliss, Fenger, Harlan, and Julian High Schools.

Characteristics: Choice of five comprehensive high schools within constraints imposed by the capacity of each school and by the choice of other students; variety of education programs.

Eligibility: Eighth grade graduates who live within the Quint Schools attendance area.

Application Process: Application through elementary school adjustment teacher/counselor following students/parents/high school counselor interview; indication of (1) student's choice of program and freshman subject areas and (2) first, second, and third choice of the five schools. For transfer students, application through the appropriate district office.

Student Selection Procedures: Lottery system for students not selecting the high school within whose attendance area they live.

Quint Schools:

Mr. Alexander Whitfield, Prin.
Carver Area High School
13100 Doty Avenue
Chicago, Illinois 60628
(312) 821-2650

Mr. Robert A. Murphy, Prin.
Corliss High School
821 East 103rd Street
Chicago, Illinois 60628
(312) 821-2515

Dr. Leo L. Dillon, Prin.
Fenger High School
11220 S. Wallace Street
Chicago, Illinois 60628
(312) 264-1886

Mr. Joseph M. Smith, Jr., Prin
Harlan High School
9652 S. Michigan Avenue
Chicago, Illinois 60628
(312) 785-3652

Mr. Edward H. Oliver, Prin.
Julian High School
10330 S. Elizabeth Street
Chicago, Illinois 60643
(312) 821-2570

TECHNICAL CENTER FOR AIR TRANSPORTATION

Contact Person: Mr. Edward J. Makuch
Dept. of Vocational and Career
Education Program Development
228 N. LaSalle Street, Room 634
Chicago, Illinois 60601
(312) 641-8776

Function: This Center, when fully operational, will be a comprehensive four-year high school offering in-depth education in a number of aspects of aviation and aerospace studies.

Goals: Provide a four-year program of instruction that meets requirements for high school graduation while focusing on aviation/aerospace studies; prepare students for job entry through occupational training or pre-professional studies in the aviation/aerospace field; provide career guidance that helps students choose an appropriate academic program and plan for post-secondary training and employment.

Characteristics: Provisions for: awareness and exploration of career opportunities and for mastery of skills necessary to seek and hold a job in the field of aviation/aerospace; flexible programming; independent study, field trips, and in-depth projects; interaction with specialists from many areas of the aviation/aerospace industry; career guidance; meeting all requirements for high school graduation. Major areas of technical study to include Maintenance Technology, Avionics, Computer Studies that introduce the application of computer technology to the aviation/aerospace industry, Mathematics-Science for pre-college preparation for science and technology-related careers in aviation/aerospace, and Social Studies-Foreign Language for pre-college preparation for social science-related careers in aviation/aerospace.

Eligibility: Students of the City who meet the criteria for elementary school graduation.

Application Process: Completion of application forms available at local schools and routing the application as directed.

Student Selection Procedures: Selection of eligible students based on content of application and on verbal expression of interest in and commitment to the special features of the school.

Date Option Will Start: September 1979

TECHNICAL CENTER FOR CONSUMER ELECTRONICS

Contact Persons:

Mr. Robert Lipshultz, Coordinator
Dept. of Program Development/
Alternative Schools, Room 626
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-8780

Mr. William Conroy, Consultant
Dept. of Voc. and Career Ed.
Program Development, Room 624
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4423

Function: This four-year technical center will provide both general and specialized education to prepare its graduates for careers in consumer electronics.

Goals: Prepare students for success as technicians in the career area of consumer electronics; prepare students for advanced study in a college/university or another institution offering training in electronics beyond the secondary level.

Characteristics: A comprehensive study of consumer electronics both through specialized courses and through infusion of the regular curriculum with activities that build knowledge, skills, and attitudes useful for career entry and for advanced study following graduation; extensive opportunity for students to become familiar with a vast assortment of electronic products such as the volt ohmmeter, vacuum tube voltmeter, oscilloscope, signal generator, and transistor tester; study of and practice in troubleshooting, diagnosing and repairing electronic equipment; offering of a program of instruction designed for both career entry at graduation and advanced study in a college, university, or another post-secondary institution; emphasis on job orientation and on skill development adequate for career entry in the area of consumer electronic at the technician level; linkages with other options of the system and with non-system learning environments as appropriate for extending and expanding a student's learning environment.

Eligibility: Elementary school graduates of the city who have passed the minimum achievement test.

Application Process: Completion of Access to Excellence application form as directed.

Student Selection Procedures: Students selected on the basis of such criteria as their attendance record, letters of recommendation from their school, and the racial composition of the school to which the student applies; lottery selection when number of qualified applicants exceeds number of places.

Date Option Will Start: January 1980

Location: To be determined

TECHNICAL CENTER FOR ENERGY AND ENVIRONMENTAL MANAGEMENT

Contact Persons:

Dr. Donn Wadley
Dept. of Program Development/
Alternative Schools, Room 626
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4491

Dr. Philip A. Viso
Dept. of Vocational and Career
Education Program Development
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-8432

Function: This four-year program will provide opportunity for students to gain academic and technical skills concerned with efficient and effective development, management, and operation of the Earth's resources.

Goals: Provide a structure through which students can study the social, political, and financial issues concerned with energy resources and management; provide opportunity for students to gain the technical skills needed for employment in this field; provide opportunity for students to gain academic skills in science and math and in languages including English and computer languages; meet public and private need for well-trained personnel in occupations of the field.

Characteristics: A four-year program leading to college entry as well as employment and post-secondary technical training; provisions for the development of technical skills and of understandings needed by personnel who manage energy sources and uses; learning experiences geared toward training students to become citizens who are adaptable to change in the ecosystem and feel a part of, not apart from, it; technical training planned and reviewed in cooperation with energy and resource management agencies and with private enterprise and business and industry; interdisciplinary approaches.

Eligibility: For the first semester of operation, 100 entering freshmen on a citywide basis.

Application Process: Through the adjustment teacher of the home elementary school.

Student Selection Procedure: Selection based on having a student body of varying racial, ethnic, academic, socio-economic characteristics; students selected who have the desire to meet the program goals.

Date Option Will Start: January 1980

Location: To be determined.

VOCATIONAL HIGH SCHOOLS

Contact Person: Dr. Philip A. Viso, Assistant Superintendent
Department of Vocational and Career Education
Program Development
228 N. LaSalle Street, Room 634
Chicago, Illinois 60601
(312) 641-4423

Function: Each of the ten vocational schools provides training level courses which relate to specific occupational areas leading to immediate placement, advanced technical training, or enrollment in post secondary schools.

Goals: Prepare students for immediate employment through a series of sequential courses relative to a specific vocational area; offer a variety of vocational programs as well as regular high school courses required for graduation.

Characteristics: Offering of sequential programs in Health Occupations, Home Economics, Business Education, Agricultural Occupations, and Industrial Education in varying degrees in each vocational school; blending of vocational and non-vocational courses; screening to place students in programs that match their interests and learning characteristics; education program designed to offer training leading to immediate employment after graduation and/or advanced study--vocational, technical, academic.

Eligibility: Students living in the City may apply to any of the vocational schools. (See Appendix Z, p.173 for listing.)

Application Process: Application requirements and deadlines differ from school to school. Application through the incoming freshman's elementary school adjustment teacher/counselor. Application for transfer of student from general high school to vocational high school through their counselor; procedures and requirements for transfer specified by the receiving vocational school.

Student Selection Procedures: The matching of the student's preparation, aptitudes and interests as they relate to the vocational courses offered by the school(s) to which the student applies.

Date Option Started: 1939

WASHBURNE TRADE SCHOOL

Contact Person: Mr. Ralph J. Cusick, Principal
3233 West 31st Street
Chicago, Illinois 60623 (312) 641-4800

Function: This fully-accredited industrial and trades training center provides open-enrollment classes directed toward making enrollees employable in various industries, and it provides at Washburne technical training related to the on-the-job training of apprentices by master craftsmen.

Goal: Offer apprenticeship and non-apprenticeship trade programs that are directed toward acquisition of skills necessary to make persons employable in various trades and industries.

Characteristics: For open-enrollment classes, special emphasis on opportunities for young people who have aptitude and interest but may have some difficulty with academic subjects; class placement based on student's wishes and needs; classes held day, night, or both. For the apprenticeship training, time factor of related classroom instruction dependent upon the complexity of the trade.

Eligibility: For open enrollment programs: Chicago residents who are 17 years old or older and interested in skilled training leading to employment. For apprenticeship training programs: students who are 17 years old or older and who have a high school diploma or G.E.D.

Application Process: For open enrollment programs: periodic registration following Labor Day. For apprenticeship training programs, application directly to a Joint Apprenticeship Committee representing the industry.

Student Selection Procedures: For open enrollment programs, interview at Washburne Trade School. For apprenticeship training programs, selection by Joint Apprenticeship Committee.

OPEN ENROLLMENT TRAINING PROGRAMS (star indicates evenings only)
Auto Mechanics, Auto Body and Fender, Welding, Chefs, Basic Machine Shop, and *Basic Math and Blueprint Reading

APPRENTICESHIP TRAINING PROGRAMS (star indicates evenings only)
CONSTRUCTION INDUSTRY: Carpenters, Electricians, Floor Coverers, Painters, Sheet Metal Workers, Pipe Fitters, Metal Lathers, Millhands - Cabinet makers, *Millwrights, Plasterers, *Operating Engineers - METAL TRADES: Machinists, Tool & Die Makers, and *Die Sinkers - FOOD INDUSTRY: Meet Cutters - OTHER: *Sign Painters

Date Option Started: 1919

WHITNEY M. YOUNG MAGNET HIGH SCHOOL

Contact Person: Admissions Office
Whitney M. Young Magnet High School
211 South Laflin Street (60607)
(312) 641-8220

Function: Whitney Young is a magnet school with three major areas -- science-medical, performing/visual arts, and the hearing impaired program -- and with a highly diversified curriculum featuring both college prep and career programs.

Goals: Provide a humanistic learning environment which fosters appreciation of the cultural diversity of our society. Provide for the individual difference of students. Provide a firm, highly academic background.

Characteristics: A citywide school reflective of the racial and cultural variety of the entire city; curriculum presented on the semester plan with many opportunities for students to coordinate two mini courses to comprise a semester course; a very wide selection of courses, so extensive that the catalog lists over ninety-five pages of course offerings.

Eligibility: Any student eligible to enter a Chicago high school in September may apply for admission to Whitney Young; transfers accepted to fill vacancies.

Application Process: Completion of the Whitney Young application form and its submission according to instructions prior to the stated deadline.

Student Selection Procedures: Ninety percent by lottery to reflect the racial, ethnic, and cultural diversity of the city; ten percent selected under the principal's option.

School Principal: Mr. Bernarr Dawson

# V

# SECONDARY SCHOOL PROGRAMS AND CENTERS

BILINGUAL PROGRAMS

Contact Person: Mrs. Elena B. Mulcahy, Director
Bureau of Multilingual Education, Room 619
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-7396

Function: These programs provide students of limited English-speaking proficiency with instruction in the native language and in English as a second language.

Goal: Enable students of limited English-speaking proficiency to achieve at a rate commensurate with that of English-speaking students in all academic subjects while learning English language skills.

Characteristics: Daily provisions in all programs for a minimum of ninety minutes of instruction through the native language in mathematics, science, social studies, and language arts in addition to English as a second language; emphasis placed on understanding cultural diversities.

Eligibility: All students who have been identified, through an annual bilingual census, as being of limited English-speaking proficiency.

Application Process: No formal application is required. Whenever a student is found to be in need of bilingual education, he/she is offered the option to participate in the program.

Student Selection Procedures: Eligible students must be offered participation in the program if enrolled in a school with twenty or more limited English-speaking students who come from the same language background. In all other cases the student may be given the option to transfer to a school offering the program, to receive services from an itinerant bilingual teacher, or to participate in a magnet program.

Date Option Started: Voluntary, 1968; state-mandate, 1976.

Option Locations: Approximately 200 schools have bilingual programs in one or more of sixteen different languages serving a total of 25,000 students. See Appendix E, page 143 for a listing of programs.

CAREER DEVELOPMENT CENTERS

Contact Persons:

Dr. Gerald Bober
Department of Vocational and
Career Education, Room 634
228 North LaSalle St. (60601)
(312) 641-8338

Miss Margaret M. Woods
Department of Program Development/
Alternative Schools, Room 626
228 North LaSalle St. (60601)
(312) 641-8785

Function: This program provides opportunity for high school students to explore career fields through using multiple resources of public and private sectors of Chicago as reality-based learning environments.

Goals: Open up opportunity for students to extend their on-campus career development through operating a variety of Centers, each offering a special off-campus, career-related program at the freshman/sophomore, junior and/or senior levels; continually expand the Center to increase career-related program choice and student accommodation at each level.

Characteristics: Establishment of each Center in an off-campus setting -- such as industrial, business, university, cultural, medical, governmental -- through joint planning/development by program staff and cooperating persons of the public and private sectors; operation of each Center as a joint enterprise of the school system and the cooperating public or private sector members; inclusion of a wide variety of Centers, each reflective of the state of its career choices and of the futuristic issues; three levels of participation: for freshman/sophomores, a one-day experience at a Center of choice plus 5 half-days; for juniors, enrollment in a Center 5 half-days per week for one semester, with 1.5 credits earned in related subject area(s); for seniors, intensive half-day work-related preparation for one semester in a particular career area under the direction of practitioners in that career area. (See Appendixes H, I, J for additional information.)

Eligibility: For the freshman/sophomore level, students enrolled in a Chicago public school; for the junior level, students who have successfully completed freshman and sophomore major credit courses prior to the beginning of the semester; for the senior level, students who will graduate before or at the end of the school year.

Application Process: Extensive recruitment by the Center teachers and by school liaison persons; completion of the Access to Excellence form for the level for which application is made, and routing through the student's home school counselor; interview(s) for junior and senior levels.

Student Selection Procedures: For freshman/sophomores, first come-first serve following home school screening; for others, content of applications and results of screening process and interviews.

Date Option Started: 1977

CENTERS FOR LANGUAGES

Contact Person: Mrs. Emelda L. Estell, Coordinator
Program Development/Alternative Schools
228 N. LaSalle Street, Room 858
Chicago, Illinois 60601
(312) 641-4097 641-4491

Function: This program provides a wide range of options in second language instruction to upper grade and high school students. (See Appendixes J, K, pp. 149-50 for Center listings.)

Goals: Provide intensive and extensive language instruction in a minimum of 15 languages of the City; include in the study of each language its career and cultural aspects in addition to language proficiency; in each Center enroll students who together are ethnically diverse as well as linguistically diverse; involve the community to provide services to extend and expand the program.

Characteristics: Six-year study in a language available to students who enter the program as elementary students; for high school students, full-time enrollment in the school where the Center of choice is located; for upper elementary students, program attendance one hour daily; community involvement fostering functional realization of career opportunities in languages; community involvement providing an expanded awareness and appreciation of Chicago's ethnically diverse population; intensive approach to language teaching; provision of three non-quota teachers at each Center and, as available, tutors from colleges and universities; busing of elementary children whose schools are more than 1-1/2 miles from the Center; a wide range of languages including, but not limited to, Arabic, Chinese, Greek, Hebrew, Italian, Japanese, Polish, Portuguese, and Russian in addition to the more commonly taught languages.

Eligibility: Upper elementary and high school students of the Chicago public school.

Application Process: Completion of Access to Excellence application, including checking the choice of language and Center preference(s); routing of the application as indicated.

Student Selection Procedures: Selection by each Center on the basis of application content, the interest of the applicant in attaining bilingualism, the Center commitment to maintain an academically, linguistically, and ethnically diverse enrollment; selection by Center, Access Coordinator, Program Coordinator.

Date Option Started: September 1978

CHICAGO AREA FOODSERVICE EDUCATION (C.A.F.E.) PROGRAM

Contact Person: Mrs. Jean Sachs, Director
Bureau of Home Economics, Room 634
228 N. LaSalle Street
Chicago, Illinois 60601
(312) 641-4426

Function: This program prepares high school students for post-secondary employment in the foodservice industry.

Goal: Provide foodservice skill development leading to employment after graduation and offering a cooperative education program for students who are 16 years of age or older and have elected the foodservice sequence as their field of concentration.

Characteristics: For C.A.F.E. I, development of skills needed to perform jobs required for a Food Production Assistant, a Meal Assembly Center Assistant, Baking Center Assistant; for C.A.F.E. II, use of field trips and outside speakers to present career possibilities and use of the school lunchroom kitchen as a training site where students employ skills of the first course while being tutored by lunchroom employees and monitored by the C.A.F.E. teacher; for C.A.F.E. III and IV, placement by the teacher/coordinator of students on job sites related to their training -- such as short-order cooks, dietary aides, second cooks, bakers helpers, and counter clerks -- and offering opportunity to earn credit and wages for part-time work.

Eligibility: Freshmen and sophomores enrolled in the George Westinghouse High School, an open-enrollment Vocational High School.

Application Process: Completion of application at George Westinghouse High School.

Student Selection Procedures: Selection by C.A.F.E. teacher-coordinator; parental signature.

Date Option Started: 1966

Option Location: Westinghouse Vocational High School
3301 West Franklin Blvd.
Chicago, Illinois 60624

Principal: Mr. Raphael P. Sullivan

COOPERATIVE WORK TRAINING (C.W.T.)
WORK EXPERIENCE AND CAREER EDUCATION PROGRAM (WECEP)

Contact Person: Mr. John L. Adams
Department of Vocational and Career Education
Room 634
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4433

Function: These cooperative education programs expand in-school study for underachieving students through on-the-job training, all areas.

Goal: Provide students who are not achieving at an average progress rate with skills related to the world of work through on-the-job training for which they receive wages and related classroom instruction.

Characteristics: On-the-job training (15-20 hours weekly) and an in-school related class.

Eligibility: For C.W.T., any underachieving 16 year old student enrolled in a participating school (Secondary, E.V.G.C., U.G.C.); for WECEP, any underachieving 14-15 year old student enrolled in one of the nine participating schools.

Application Process: Recruitment by local school C.W.T. coordinator.

Student Selection Procedures: Selection by the local C.W.T. school coordinator.

Date Option Started: For C.W.T., 1962; for WECEP, 1969.

DISTRIBUTIVE EDUCATION (D.E.)
OFFICE OCCUPATIONS (O.O.)

Contact Source: Department of Vocational and Career Education Program Development, Room 634
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4423

Function: These cooperative education business programs expand in-school study through on-the-job training for senior students interested in retailing and merchandising and in office work.

Goal: Prepare senior students for a career in selling and merchandising or for an office job through intensified study and on-the-job training.

Characteristics: Job-related in-school class along with other senior subjects; half-day on the job (15-20 hour work week) for which students receive wages and academic credit.

Eligibility: Senior students who are enrolled in a participaing high school, are 16 years of age or older, and are interested in retailing and merchandising or interested in some phase of office work.

Application Process: Recruitment by local D.E. coordinator or local O.O. coordinator.

Student Selection Procedures: Selection by the local D.E. or O.O. coordinator.

Date Option Started: For D.E., 1951; for O.O., 1960

Option Locations: Many of the Chicago public high schools have one or both of these programs. Such information can be obtained through the contact source, through calling the high school, or through calling the district in which the high school is located.

INDUSTRIAL COOPERATIVE EDUCATION (I.C.E.)

Contact Person: The I.C.E. coordinator in the local high school.

Function: Through this program student learners can enter a place of business to gain experiences and skills in a specific industrial occupational area.

Goal: Provide experience and training in the student's occupational choice, for which the student will earn a salary and high school credits.

Characteristics: Agreement by the employer of the student to teach the student a progression of skills to be learned while working on up-to-date equipment; provision by the home school of the remainder of the student's academic program.

Eligibility: Primarily seniors in good academic standing; inclusion of some juniors permitted.

Application Process: Application by the student through the division teacher; parental approval.

Student Selection Procedures: Matching by the I.C.E. coordinator of the experiences and desires of the student with the job opportunities in the field. Admission to the program when the proper job is obtained following job interview. Training agreements a requisite for program entry.

Locations: Most of the Chicago public high schools offer the I.C.E. program. Parents should call the school or the district in which the school is located to determine whether the program is offered. Students can obtain the information from their division teacher. Others interested in locations can contact the Department of Vocational and Career Education Program Development; see page 78 for address.

HOME ECONOMICS RELATED OCCUPATIONS (H.E.R.O.) PROGRAM

Contact Person: Mrs. Jean Sachs, Director
Bureau of Home Economics, Room 634
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4426

Function: This cooperative education program prepares students for gainful employment in positions related to their chosen area of home economics related occupations.

Goals: Prepare students for entering occupations related to home economics through academic courses in the home school and through on-the-job training which includes food production, food processing and services related to food, child care, nursery services, wardrobe maintenance, and services related to clothing.

Characteristics: A two-year sequential course for juniors and seniors that combines a minimum of 15 hours per week of on-the-job training with classroom instruction by the coordinator on career counseling, consumer education, labor laws, safety, personal characteristics necessary to achieve job success, and other topics related to employment; choice by H.E.R.O. students of several home economics occupational areas for obtaining extensive, sequential training through the following course offerings recommended for H.E.R.O. students: Foods, Food Service I and II, Diet Therapy, Clothing I and II, Textiles, Fashion Design I and II, Dressmaking II, Child Care and Development, Home Management, Personal Development.

Eligibility: Students enrolled in a participating high school who are sixteen years of age or older.

Application Process: Application obtained from H.E.R.O. teacher-coordinator in participating high school.

Student Selection Procedures: Selection by H.E.R.O. teacher-coordinator on basis of completion of one or more years of home economics training in such diversified areas as food and nutrition, clothing and textiles, interior design and/or child care; willingness to participate in shared-time program. Parental signature(s) required on parent-consent form.

Date Option Started: 1966

## COSMETOLOGY AND BILINGUAL COSMETOLOGY PROGRAMS

Contact Person: Mrs. Jean B. Sachs, Director
Bureau of Home Economics, Room 634
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4429

Function: This program provides opportunity for high school students to receive the 1,500 hours of training in beauty culture required for eligibility to take the state licensing examination.

Goals: Offer students an opportunity to receive the 1,500 hours of training in the field of beauty culture, as required by the Illinois Department of Registration and Education to take the state licensing examination, while enrolled as high school sophomores, juniors, and seniors.

Characteristics: 1,500 hours of training in the field of beauty culture through the Cosmetology Program operating at seven high schools; Bilingual Cosmetology Program for students whose first language in communication skills is other than English, through contractual agreement with two private beauty schools; two credits for each of three years.

Eligibility: Sophomores enrolled in public high schools offering Cosmetology; for Bilingual Cosmetology sophomores whose language proficiency is inadequate for the regular Cosmetology course.

Application Process: Application obtained from cosmetology teacher or counselors at the high school; application filed with the State of Illinois.

Student Selection Procedures: Selection on basis of achievement in reading; personal interview by cosmetology teacher; limitation of twenty students per teacher in accordance with rules and regulations of the State Beauty Culture Committee. For Bilingual Cosmetology Program, screening for language and reading proficiency, interviews, and acceptance in program by a beauty school under contract.

Option Locations:

Carver Area H.S.: 13100 Doty Ave. (60628), 821-2650
Curie H.S.: 4959 S. Archer Ave. (60632), 284-1700
Dunbar Voc. H.S.: 3000 S. King Dr. (60616), 567-5400
Julian H.S.: 10330 S. Elizabeth St. (60643), 821-2570
Richards Voc. H.S.: 3037 S. Wallace St. (60616), 842-3734
Simeon Voc. H.S.: 8235 S. Vincennes Ave. (60620), 783-5462
Westinghouse Voc. H.S.: 3301 W. Franklin Blvd. (60624), 638-0131
New Fashion Beauty School: 3304 N. Lincoln Ave. (60657), 281-7070
Selon's Beauty School: 3124 W. 63rd St. (60629), 434-8100

ENRICHED STUDIES CENTERS

Contact Person: Access to Excellence coordinator for the district in which the Enriched Studies Center of choice is located. (See Access to Excellence, page 125.)

Function: Enriched Studies Centers are designed to prepare high school students for post-secondary school or for potential careers or post-secondary study in a specialized area.

Goal: Provide Enriched Study Centers, each offering a sequenced course of study as a basis for potential careers or post-secondary study in a specialized area.

Characteristics: Provision of special resourses in each school having an Enriched Studies Center; full-time enrollment in the school having the center of interest. (See listing below for additional information.)

Eligibility: High school students of the City who have completed the minimum proficiency test for high school entry.

Application Process: Contacting the Access to Excellence coordinator for the district in which the center of interest is located; completion of application.

Date Option Will Start: September 1979

Location and Other Information:

MATHEMATICS/SCIENCE. A program for students with particular aptitudes and interests in these fields.
Lane, 2501 W. Addison
Morgan Park, 1744 W. Pryor
Sullivan, 6631 N. Bosworth

BIOMEDICAL SCIENCES. A program for potential pre-med students and others aspiring to high-level health service positions. A link with a medical school will be established.
Lincoln Park High School, 2039 N. Orchard

MEDICAL SERVICES. A program developed in cooperation with the nearby facilities of the medical complex and the University of Illinois, it offers students courses of study to prepare them for further work in various medical careers.
Marshall, 3250 W. Adams

ADVANCED PLACEMENT PROGRAM

Contact Person: Mr. Richard W. Ronvik, Director
Programs for the Gifted, Room 1114
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides opportunity for qualified high school juniors and seniors to have accelerated and differentiated educational experiences that also prepare them for Advanced Placement Examinations administered by the College Entrance Examination Board.

Goals: Offer juniors and seniors college-level courses for high school credit in high schools of the City; prepare students for Advanced Placement Examinations providing opportunity to obtain college credits.

Characteristics: Availability of Advanced Placement in approximately 45 public high schools of the City for students identified by their local school as having ability to handle college level work; instruction by high school teachers in the following Advanced Placement courses in their schools: American History, Art-History, Art-Studio, Biology, Calculus, Chemistry, English, European History, French Language, French Literature, German, Latin, Music, Physics, Spanish Language, Spanish Literature; not all courses available at all high schools. (See Appendix D , page 142 for course locations.)

Eligibility: Chicago public high school juniors and seniors of the City who have displayed the ability to handle college level work and request admission to one or more Advanced Placement courses; admission to the school full-time in some cases.

Application Process: Arrangements through high school counselors for qualified students to apply for admission to an Advanced Placement course not offered in the high school they are attending.

Student Selection Procedures: Selection of students based on eligibility as determined by high school teachers and counselors.

Date Option Started: For open-enrollment Advanced Placement, September 1978.

ALL-CITY PERFORMING ARTS PROGRAM

Contact Person: Mrs. Nelmatilda R. Woodard, Director
Bureau of Music, Room 819
228 North LaSalle Street (60601)
(312) 641-4081

Function: This program brings together talented high school students of the City for weekly performance-oriented music instruction.

Goal: Offer opportunity for students to improve and practice their music skills through regular participation in a music program having four performance-oriented groups: All City Band, All-City Chorus, All-City Orchestra, and All-City Jazz Band.

Characteristics: Participation each Saturday at a downtown facility, the Jones Commercial High School; performance-oriented instruction; performances for community and other functions such as the mayor's inauguration and the Principals Association meeting; radio and television appearances; as the culminating activity, a grand concert at Orchestra Hall, usually in June, which has been televised the past two years by PBC.

Eligibility: High school students of the City identified as gifted by local school criteria.

Application Process: Completion of application form available from the chairman of the music department of the home school.

Student Selection Procedures: Initial screening of students at the home school by music department staff, with opportunity for audition at the home school; recommendation for the citywide audition of talented students willing to participate in the program every Saturday morning at a downtown facility; selection in September to fill openings.

Date Option Started: 1963

ART INSTITUTE MUSEOLOGY PROGRAM

Contact Person: Mrs. Sue Maxwell
Programs for the Gifted, Room 1114
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides differentiated education for gifted high school students through the use of the human and material resources of local cultural institutions.

Goals: Provide opportunity for Chicago high school students to learn about the history, function, and administration of an art museum and to study the collection of the Art Institute of Chicago.

Characteristics: On-site exploration of the Institute by a group of 15-20 students who meet with Institute staff from 1:00-4:30 p.m. on Tuesdays of the school year for a course offering one honors-level credit in social studies. Inclusion of the following: study of the history, function, and administration of an art museum as well as a study of its collections with opportunity for students to visit and speak with staff in the photographic department, office of the registrar, School of the Art Institute, Department of Conservation, and many behind-the-scenes areas necessary for the operation of a large museum; study, in the galleries, of Renaissance oils, Japanese prints, primitive art, and other collections; research conducted through facilities of the Glore Print Study Room, Textile Study Room, Ryerson Library, and Burnham Library of Architecture.

Eligibility: Chicago public high school students who will be juniors or seniors the following September and are identified as gifted in accordance with local criteria.

Application Process: Completion of application form available at the school or from the Gifted Program office in February; written parental approval.

Student Selection Procedures: Teacher recommendation; screening of application by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; selection of 15-20 students on the basis of applications, standard test data, teacher recommendation, and checklists.

Date Option Started: 1976

ASTRONOMY PROGRAM

Contact Person: Mrs. Sue Maxwell, Staff Assistant
Programs for the Gifted, Room 1114
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4587

Function: This program offers differentiated education for gifted students through the use of the human and material resources of local cultural institutions.

Goal: Provide opportunity for students to use the resources of the Adler Planetarium for their study of astronomy.

Characteristics: Program implementation at the Adler Planetarium on Wednesday afternoons from 1:00-4:30 p.m.; study of the solar system and space exploration, cosmology, and the structure of the universe; one honors-level credit in science.

Eligibility: Chicago public school students who will be juniors and seniors the following September and are identified as gifted in accordance with local criteria.

Application Process: Completion of application form available at the school or from the Gifted Program office in February; written parental approval.

Student Selection Procedures: Teacher recommendation; screening of application by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; selection of 15-20 students for the program, based on content of application.

Date Option Started: 1972

CHICAGO HISTORICAL SOCIETY MUSEOLOGY PROGRAM

Contact Person: Mrs. Sue Maxwell
Programs for the Gifted, Room 1114
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides differentiated education for gifted high school students through the use of the human and material resources of local cultural institutions.

Goals: Enable students to study the museum as an institution and to research, document, and analyze topics that relate to the collections of the museum.

Characteristics: Use of the site and Society staff on Tuesdays from 1:00 - 4:30 p.m. for study of the history and organization of the museum and the relevance of an historical museum to contemporary life; for learning about cataloguing, conservation, and the research and planning that go on behind the scenes; for exploring domestic activities of early 19th century America and interpreting frontier life in the Illinois Pioneer Life Gallery; for engaging in individual and group projects; for conducting research in the library containing nearly 140,000 volumes with special collections concerning the American Civil War, Abraham Lincoln, and a history of the Old Northwest. Earning of one honors-level credit in social studies.

Eligibility: Chicago public school students who will be juniors or seniors the following September and are identified as gifted in accordance with local criteria.

Application Process: Completion of application form available at the school or from the Gifted Program office in February; written parental approval.

Student Selection Procedures: Teacher recommendation; screening of application by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; selection of 12 students on the basis of applications, standard test data, teacher recommendation, and checklists.

Date Option Started: 1970

FIELD MUSEUM MUSEOLOGY PROGRAM

Contact Person: Mrs. Sue Maxwell
Programs for the Gifted, Room 1114
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides differentiated education for gifted high school students through the use of the human and material resources of local cultural institutions.

Goals: To acquaint students with the history, philosophy, functions, and management of museums; to enable students to learn about the interdisciplinary nature of archeology.

Characteristics: Provision by museum staff of lectures, tours, and demonstrations in the fields of botany, geology, zoology, and anthropology; instruction at the Field Museum of Natural History each Wednesday afternoon of the school year from 1:00 - 4:30; enrollment each September of not more than 20 students; provision for awarding students successfully completing the program one honors-level credit in social studies.

Eligibility: Chicago public school students who will be juniors or seniors the following September and are identified as gifted in accordance with local criteria.

Application Process: Completion of application form available at the school or from the Gifted Program office in February; written parental approval.

Student Selection Procedures: Teacher recommendation; screening of application by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; selection of 15-20 students based on content of application.

Date Option Started: 1970

RADIO-TV BROADCASTING PROGRAM

Contact Person: Mr. Charles Beirne, Coordinator
WBEZ Studios, Room 701
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4092

Function: This program provides differentiated education for gifted students through use of the resources of the Bureau of Telecommunications and Broadcasting.

Goal: Offer in the studio of WBEZ a two-year introductory course in the field of radio and television broadcasting which includes instruction in producing radio and television programs, conducting interviews, announcing, acting, and writing scripts.

Characteristics: Program implementation in the WBEZ studios at the Chicago Board of Education on Tuesday afternoons from 1:30-5:00 p.m.; two-year program with one honors-level credit in Language Arts for each of the two sequential courses.

Eligibility: Chicago public school students who will have completed their sophomore year before September.

Application Process: Request for audition made in February through counselor; recommendation by home school for audition in accordance with Illinois Office of Education guidelines for gifted programs; maximum of 6 recommended by a school; videotaped audition held in WBEZ Studio; application filed after audition; written parental approval.

Student Selection Procedures: Fifteen first-year course openings filled by students most successful in audition; second-year course openings filled by students awarded credit for the first-year course.

Date Option Started: 1972

SHEDD AQUARIUM AQUATIC SCIENCE PROGRAM

Contact Person: Mrs. Sue Maxwell
Programs for the Gifted, Room 1114
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides differentiated education for gifted elementary students through the use of the human and material resources of local cultural institutions.

Goals: Provide opportunities for students interested in marine biology, oceanography, and related subjects to investigate ecological interbalance of marine organisms and effects of marine environment changes upon these organisms.

Characteristics: Use of facilities and public exhibits of the John G. Shedd Aquarium by 15-20 students who meet from 1:00 - 4:30 p.m. on Thursdays of the school year to study such topics as: fish physiology, taxonomy, and behavior; the biology of Lake Michigan; aquatic ecosystems and what effects man has had on them; aquaculture; and the organization of the aquarium. Provisions for field trips, laboratory investigations, and behind-the-scenes tours as part of the program. Offering of one honors-level credit in science.

Eligibility: Chicago public high school students who will be juniors or seniors the following September and are identified as gifted in accordance with local criteria.

Application Process: Completion of application form available at the school or from the Gifted Program office in February; written parental approval.

Student Selection Procedures: Teacher recommendation; screening of application by principal in accordance with Illinois Office of Education guidelines for gifted programs; approval of principal; selection of 15-20 students based on content of application.

Date Option Started: 1972

COOPERATIVE HEALTH OCCUPATIONS ASSISTANT PROGRAM (CHOAP)
COOPERATIVE LABORATORY PROGRAM (CLP)

Contact Sources: For CHOAP, Weshinghouse Vocational High School, 3301 W. Franklin Blvd. (60624), 638-0131; for CLP, Hyde Park Career Academy, 6210 S. Stony Island Ave., 947-7180 or Flower Vocational High School, 3545 W. Fulton Blvd., 826-3388.

Function: These two-year programs prepare high school juniors and seniors for job entry in the Health Occupations field.

Goals: Prepare students for gainful employment in the field of Health Occupations and/or entrance into an institution of higher learning or allied health fields; provide on-the-job training as part of the programs.

Characteristics: For CHOAP, shared time participation of 33 high schools in a program administered by Westinghouse Vocational High School; intersive core curriculum and on-the-job training focusing on diagnostic, therapeutic, preventive, restorative, and/or rehabilitative services to people; selection of work experiences by students on the basis of their interest and information gathering in health exploration and health orientation courses of their freshman and sophomore years as well as on the basis of their skills, related information, and career information of the junior year; two credits for each of two years. For CLP, the junior year in school for a laboratory program based on science principles, mathematics, and laboratory skills, the senior year spent mostly in half-day program work experiences, with some related in-school instruction; 1.5 credits during the junior year and 2.0 credits during the senior year; hospital lab work.

Eligibility: For CHOAP, junior students enrolled in a participating high school who will be 16 years of age by September 30 as they enter their junior year; for CLP, junior students enrolled in Flower Vocational High School or in Hyde Park Career Academy.

Application Process: Application through the program coordinator at the local school; parental consent required.

Student Selection Procedures: For CHOAP, selection on the basis of an interview and screening of school records, student's interest in the health field, successful completion of freshman and sophomore major credit courses, a designated level of expectation in reading, and willingness to participate in the shared-time program. For CLP, screening and selection by the CLP teacher-coordinator; one credit in biology requirement; personal interview.

Date Options Started: For CHOAP, 1966; for CLP, 1969.

OPHTHALMIC ASSISTANTSHIP PROGRAM

Contact Person: Dr. Bruce E. Troutman, Principal
Near North Career Magnet High School
1450 North Larrabee Street
Chicago, Illinois 60610
(312) 280-3900

Function: This four-year sequenced program prepares the student for a specialized position after graduation.

Goal: Prepare students to function as an assistant to the ophthalmologist in the treatment of diseases and conditions of the eyes.

Characteristics: Preparation enabling the student to assist an ophthalmologist in treatment of diseases and conditions of the eyes including ocular anatomy, physiology, diagnostic treatment procedures as well as the care and general maintenance of medical equipment; basic core curriculum of mathematics, science, social studies, and English in addition to the sequence of courses of the occupational field.

Eligibility: Students of the City who meet the criteria for elementary school graduation, have a 90 percent attendance record, have a commitment from their family that they will receive support in school performance and attendance throughout the high school years, and demonstrate through a Vocational Planning Inventory and a Vocational Interest Survey that they have a strong interest in and an aptitude for career education; approximately 300 freshmen to be selected for the 1979-80 school year.

Date Option Will Begin: September 1979 for the freshman class.

PRACTICAL NURSING PROGRAM (HIGH SCHOOL DIVISION)
PRACTICAL NURSING PROGRAM (ADULT)
PHARMACOLOGY PROGRAM

Function: The Practical Nursing Programs prepare students and adults to pass, at age 18 or older, the State Board Examinations that are required to become a licensed practical nurse. The Pharmacology Program increases the knowledge and skills of licensed practical nurses.

Goal(s): For the Practical Nursing Programs, to prepare high school students and adults to become practical nurses, following licensing. For the Pharmacology Program, to upgrade knowledge and skills of licensed practical nurses.

Characteristics: For high school students, a shared time program accommodating students from participating high schools throughout the City in a two-year, one-half time program in affiliated hospitals of the City; for Level I, classroom experiences and clinical practice in basic nursing and medical-surgery nursing; for Level II, medical-surgical nursing, maternal-child nursing, and gerontology; two units of credit for each of two years. For adults, a two-year half-time or a one-year full-time Practical Nursing Program. For students and adults, preparation for the State Board Examinations required for licensing as a practical nurse, with 760 contact hours per year for two years or 1350 hours for one year. For the Pharmacology Program, a twelve-week program consisting of formal classes in pharmacology and clinical practicum in medication administration, with 77 contact hours; available four times a year to licensed practical nurses.

Eligibility: For the high school program, students from Chicago public high schools who are beginning their junior year, have 9.5 units of credit, and will be 16 years of age on or before September 30; for the adult Practical Nursing Program, adults of the City; for the Pharmacology Program, licensed practical nurses.

Application Process: For all programs, application through Cregier Vocational High School; for high school students, application through their counselor, taking the pre-entrance tests administered by the Practical Nursing Program, personal interview; for the adult Practical Nursing Program, completion of the pre-entrance test; for the Pharmacology Program, completion of the application for a twelve-week session.

Selection Procedures: Selection of students who meet the credit, age, test score requirements, who have a good attendance record, who pass the physical examination, and who are recommended by their home school. For Practical Nursing Program for adults, results of pre-entrance test and of interviews; for the Pharmacology Program, proof of licensing as a Practical Nurse.

HIGH SCHOOL BILINGUAL CENTERS

Contact Person: Mrs. Elena B. Mulcahy, Director
Bureau of Multilingual Education, Room 619
228 N. LaSalle Street
Chicago, Illinois 60601
(312) 641-7396

Function: This program provides classes in English as a second language and courses offered in their native tongue for those high school students of the City whose native language is Assyrian, Cantonese, French, Greek, Italian, Korean, Polish, Spanish, or Vietnamese and whose English fluency is limited; it also offers at each site selected components of the program to students fluent in English and already enrolled in the school.

Goals: Meet the language and other instructional needs of high school students whose native language is not English and whose fluency in English is too limited for successful high school experiences; offer students who are fluent in English the opportunity to apply for admission to selected components of the bilingual center program at their school; and strengthen, through interaction of students as the above goals are met, the language fluency of students and cultural understanding.

Characteristics: Bilingual instruction at each participating school in one or more of the following languages: Assyrian, Cantonese, French, Italian, Korean, Polish, Spanish, Vietnamese; courses offered in the native language of the student, special classes in English as a second language, participation in non-center offerings of the school; native language credit without courses; certain program components open to students of the school who are fluent in English.

Eligibility: High school students of the city who have limited fluency in English, whose native language is one of those listed above, and who are also either (1) eligible for enrollment in the school because of the location of their residence or (2) eligible for enrollment in a high school of the city serving fewer than 40 students of their same non-English language; fluent in English and already enrolled in the school housing the center.

Application Process: Application at a center offering courses in the desired language.

Student Selection Procedures: All students who meet eligibility requirements.

Option Locations: See Appendix S, page 163, for a listing of option locations and languages.

AMERICAN TECHNOLOGY, A TECHNICAL PROGRAM: CORLISS HIGH SCHOOL

Contact Person: Mr. Robert A. Murphy, Principal
Corliss High School
821 East 103rd Street
Chicago, Illinois 60028
(312) 821-2515

Function: This vocational/career program offers a four-year course of study in two growing fields: Building Trades and Communication Design.

Goal: Offer opportunity for students to gain theoretical knowledge and practical experience leading to job placement in the senior year and such options, following graduation, as employment, technical college training or academic college programs.

Characteristics: A Building Trades Cluster involving exposure to metal, wood, and electric shops followed by concentrated study in one cluster area choice over a four-year period including job placement in the senior year; Communication Design cluster with a four year sequency linking graphic arts, commercial art, typing, and drafting and including job placement in the senior year; four credits in the technical program; other courses for graduation requirements.

Eligibility: Eighth grade graduates living in the city, with no disciplinary difficulties.

Application Process: Completion of Access to Excellence application, including checking of Technical Centers and Corliss High School; mailing of application directly to Corliss High School or to the district office.

Student Selection Procedures: Selection based on application information, school records, and interview.

Date Option Started: September 1978

AMERICAN TECHNOLOGY, A TECHNICAL PROGRAM: JULIAN HIGH SCHOOL

Contact Person: Mr. McKinley Brister, Assistant Principal
Julian High School Technicenter
10330 South Elizabeth St.
Chicago, Illinois 60643
(312) 821-2573

Function: This vocational/career program of the Julian High School provides a four-year concentrated program of study in Electronics and Automotive Technology.

Goal: Offer a concentrated four-year, twenty-two unit program in Automotives and Electronics in modern technical facilities; offer extensive extracurricular activities that enhance and reinforce learning skills.

Characteristics: Provides Automotive/Vocational, Automotive/Pre-Engineering, Automotive/Small Business Management, Electronics/Vocational, Electronics/Pre-Engineering, and Electronics/Small Business Management Curriculums; a cooperative Education Program that enables eligible seniors to work in their field for both credit and compensation; designed to lead to employment in electronics or automotive fields upon graduation or to admission to a college of engineering or academic program, depending upon curriculum choice; in all curriculums, sufficient credits for college admission.

Eligibility: High school students of the city with grade-level reading scores and satisfactory academic, attendance, and discipline records.

Application Process: Completion of the Access to Excellence application, including checking the boxes marked Technological Development and Julian High School and then sending application to the Technicenter.

Student Selection Procedures: Selection on the basis of application information, school records, and interview.

Date Option Started: October 1978

Principal: Mr. Edward H. Oliver
Julian High School

BUSINESS MANAGEMENT: TECHNICAL PROGRAM

Function: This program prepares students for mid-managerial positions with options for immediate entry into the world of work, advanced technical study, or college enrollment.

Goals: Through a comprehensive course of study, to develop in each student the qualitites of leadership, confidence, and responsible citizenship and to prepare students for placement in an interesting, meaningful position in mid-management.

Characteristics: A four-year sequential curriculum for in-depth preparation in Business Management with interfacing in English, Social Studies, and Math and with exposure to such skill areas as typing, accounting, data processing, and marketing; four-year exposure: orientation at the freshman level, exposure through field trips and guest speakers at the sophomore level, practical experience through on-the-job observations and classroom simulations of work at the junior level, and internship in business and on-the-job training at the senior level.

Eligibility: Entering ninth grade students with a Stanine 5 and 7.0 + reading level or above.

Application Process: Access to Excellence applications distributed city-wide to all interested eighth grade prospective graduates; student completion and routing of application as directed.

Student Selection Procedures: Interviewing of interested qualified students and their parents by the business management teacher-coordination; admission on the basis of student's interest, parental approval, and grade school attendance record.

Date for Start of Option: September 1978 - Orr High School
and Carver Area High School
September 1979 - Robeson High School

Contact Persons:

Business Management Teacher-Coordination
Rezin Orr High School
730 North Pulaski Road 60624
(312) 826-8400 X80

Business Management Teacher-Coordination
Carver Area High School
13100 Doty Avenue 60628
(312) 821-2650

Business Management Teacher-Coordination
Robeson High School
6835 South Normal Avenue 60621
(312) 723-1700

CARPENTRY (PRE-APPRENTICE): A TECHNICAL PROGRAM

Contact Person: Mr. Bruce H. Berndt, Principal
Chicago Central Technical Institute
2850 West 24th Street
Chicago, Illinois 60623
(312) 277-1213

Function: This center provides a four-year sequence leading to high school graduation and to an indentured apprenticeship in carpentry.

Goal: Enable high school students to obtain knowledge and skills necessary to succeed as a carpenter.

Characteristics: In addition to required courses for graduation, enrollment in shop and drafting during the first two years; during the junior and senior years, attendance at Washburne Trade School for half a day for intensified training in carpentry and attendance at the Chicago Central Technical Institute (Harrison High School) for other courses.

Eligibility: High school students of the city who have completed the minimum proficiency requirement for elementary school graduation.

Application Process: Application at the Chicago Central Technical Institute or through the regular Access to Excellence procedures elsewhere.

Student Selection Procedures: Student selection based upon results of interview by the counseling staff of the school.

Date Option Started: September 1978

COMPUTER STUDIES: A TECHNICAL PROGRAM

Contact Person: Bureau of Computer Education
228 North LaSalle Street, Room 601
Chicago, Illinois 60601 - (312) 641-4194

Function: This program provides a four-year sequential program for high school students preparing for entry into various categories of computer-related occupations upon graduation.

Goals: Offer relevant learning experiences utilizing state-of-the-art computer equipment located at reasonably accessible magnet school sites; provide curriculum of sufficient depth and breadth to satisfy the career preparation needs of students having a wide range of abilities and interests.

Characteristics: Currently implemented at the Fenger, Harrison, and Steinmetz Technical Centers; a locally installed computer with full peripherals and representative data entry devices at each site, supporting specially expanded curriculum designed for three distinct career paths: Clerical and Equipment Operations, Business Oriented Computer Programming, and Technical Computer Programming.

Eligibility: All Chicago public high school students; priority given to entering ninth graders.

Application Process: Contacting a Technical Program Computer Studies coordinator and completing Access to Excellence application:

Fenger High School
11220 S. Wallace St.
Chicago, Illinois 60628
(312) 264-1886

Steinmetz High School
3030 North Mobile Ave.
Chicago, Illinois 60634
(312) 889-0225

Student Selection Procedures: Per individual Computer Studies Technical Program; lottery selection if over-subscribed at any site.

Date Option Started: September 1978

HOTEL AND RESTAURANT MANAGEMENT: A TECHNICAL PROGRAM

Contact Person: Dr. Bruce E. Troutman, Principal
Near North Magnet Career High School
1450 North Larrabee 60601
(312) 280-3900

Function: The sequence educates the student for entry into the hospitality industry through a curriculum that provides the student options to explore a wide range of careers related to the general operations and management of hotel and food service marketing.

Goal: Prepare students for specialized positions in Restaurant and Hotel Management after graduation and/or after their entry into post-secondary education.

Characteristics: Opportunities to explore career options in the Restaurant and Hotel field; core curriculum including Business Education, Mathematics, English, Social Studies, Science, and combined shops necessary for success in the Food Service and Hospitality Industry; on-the-job training in hotel and/or restaurant management.

Eligibility: To be eligible for admission, an applicant must meet the criteria for elementary school graduation, have a 90% attendance record, have a commitment from his/her family that he/she will receive support in school performance and attendance throughout the high school years, and demonstrate through a Vocational Planning Inventory and a Vocational Interest Survey that he/she has a strong interest in and an aptitude for career education.

Application Process: Completion of Access to Excellence form in accordance with procedures indicated.

Student Selection Procedures: Open enrollment procedures with integration an important factor in student selection to select students who meet the eligibility requirements and the goals of the school. (See page 63.)

Date Option Will Begin: September 1979, with students who are freshmen and sophomores

MEDICAL RECORDS TRANSCRIPTION: A TECHNICAL PROGRAM

Contact Person: To be determined

Function: This program enables senior students to have clinical experience in the Medical Records Department of a health facility.

Goal: Prepare students to function as a medical records transcriptionist in a hospital, nursing home, or clinic.

Characteristics: For juniors, acquisition of health science and other health related information as well as laboratory practice in the school laboratory; for seniors, clinical experience as a medical records transcriptionist in a medical records department of a health facility for three half-days each week and acquisition of specific related information in school for two half-days each week.

Eligibility: Incoming juniors of the City who have the typing skills and science background required for the junior year program.

Application Process: Completion of the Access to Excellence application for admission to the program.

Student Selection Procedures: Selection of junior students who have an interest in health occupations and whose records indicate that they have adequate preparation for program entry; selection by the Medical Records faculty of senior students who are 16 years of age and have an interest in the health occupation.

Date Option Will Begin: September 1979

Option Location: Chicago Central Technical Institute
2850 West 24th Blvd.
Chicago, Illinois 60623
(312) 277-1213

School Principal: Mr. Bruce H. Berndt

PROFESSIONAL AND ALLIED HEALTH PREPARATION: A TECHNICAL PROGRAM

Contact Person: To be determined

Function: This option offers full-time students a two-year program to prepare for careers in fields with strong growth potential.

Goal: Prepare students for careers in this Health Occupation field as well as for college entry.

Characteristics: A two-year program with curriculum including delivery of health services, ethic and legal aspects, and health sciences; biology a prerequisite for program entry; planned for junior year off-campus professional observation with classroom correlation and for college courses off campus senior year.

Eligibility: Students of the City who meet the requirements for admission to Whitney Young High School and who have the interest and commitment to meet the program prerequisites and two-year course of study.

Application Process: Submission of Access to Excellence application.

Student Selection Procedures: Selection of students who meet requirements for entry to Whitney Young High School and who indicate interest in the program.

Date Option Will Begin: September 1979

Option Location: Whitney Young, Jr. (Magnet) High School
1450 West Jackson Blvd.
Chicago, Illinois 60607
(312) 641-8220

## TECHNICAL SKILLS DEVELOPMENT

Contact Persons:

Miss Carolyn S. Hanson (Management/Logistics)
Mr. Michael S. Matyasec (Logistics)
Mrs. Alexander Pradella (Foreign Language)
Mr. Robert Bednar (Computer Studies)

Option Location:

Chicago Central Technical Institute (formerly Harrison H.S.)
2850 West 24th St. Blvd. (60623)
(312) 277-1213
Mr. Bruce H. Berndt, Principal

Function: This technical program provides opportunity for students to obtain technical skills development as part of their secondary education.

Goals: Train students to be functional within the area(s) of Management/Leadership Science, Logistics, Foreign Language, and Computer Studies upon entry into the world of work at graduation; prepare students for advanced training in an institution of higher learning; respond to the need of Chicago for youth with managerial/leadership talent; develop in students an awareness of the interdynamics of business and society.

Characteristics: Operation within the Chicago Central Technical Institute as one of three areas of emphasis of the Institute. For the Management/Leadership Science element: acquisition and practice of management and leadership skills; operation in a milieu that encourages and advances skill training; provision of work experiences; emphasis on leadership analysis and management as a system of planning, organizing, directing, and coordinating the best use and control of time, activities, and resources. For the Logistics element: management of the supply and distribution of physical, human, and capital resources; recognition of the relationship between mathematics and business management training for entry level management training positions; inclusion of PERT, Break-Even Analysis, linear programing, and other operations research techniques. For characteristics of the Foreign Language and Computer Studies components, see pages 75 and 99 respectively.

Eligibility: High school students of Chicago who test at grade level or above.

Application Process: Completion of Access to Excellence application and routing as directed.

Student Selection Procedures: Selection of students who express interest in the program and are willing to work hard.

Date Option Started: September 1978

URBAN YOUTH

Contact Person: Mrs. Joan E. Chatman, Administrator
Urban Youth
201 North Wells Street
Chicago, Illinois 60606
(312) 332-4465

Function: This program provides counseling, education, and employment opportunities for youth who have dropped out of high school.

Goals: Offer a program of guidance, education, and employment to meet needs of youth not enrolled in any high school by (1) reestablishing contact with out-of-school youths and offering counseling, testing, and guidance (Double C Counseling Center); (2) providing a cooperative work-study program (Double E - Education and Employment School); and (3) providing short-term life skills training in the COPE Program (Competency Orientation and Preparation for Employment).

Characteristics: Class attendance for 5 half-days for 9 weeks, with a maximum of 1 unit of credit to be earned each 9 weeks; enrollment in the program for a maximum of one year; credit for work experience, with job placements available but not guaranteed; provision of extensive social services, counseling and guidance.

Application Process: Application in person at the Urban Youth Center Mondays - Thursdays at 2:30 p.m.; classes for new students at 9 week intervals.

Student Selection Procedures: Successful completion of the 3-week COPE Program (Competency Orientation and Preparation for Employment); demonstration of 5.5 reading level or above.

Date Option Started: 1961

# VI

# SPECIAL NEEDS

FAMILY GUIDANCE CENTER

Contact Person: Mr. Victor Zapatka, Program Coordinator
Family Guidance Center
1801 South Ashland Avenue
Chicago, Illinois 60608
(312) 829-5582

Function: The Family Guidance Center provides counseling for the families of pupils who have behavior problems that interfere with the learning process.

Goals: The reduction of tensions between family members; the development of new methods of communications within the family unit; and the development of problem-solving and decision-making skills within the family network.

Characteristics: Family counseling for referred cases, with the child and parent or legal guardian attending the Center once a week for one hour, by appointment, for an average of 12 weeks; inclusion of other family members as indicated; family-oriented counseling sessions augmented by psychological, psychiatric, and referral services.

Eligibility: Families of children, kindergarten through the eighth year of school, who are attending an ESEA Title I focus school and who are experiencing adjustment difficulties in the school or home setting; families of children who have been recommended for placement in a social adjustment school or who are presently in EMH, TMH, or ERA placement or who are currently receiving the services of a mental health agency not eligible for this service.

Application Process: Direct referrals of families for counseling by principal, using referral forms provided by the Family Guidance Center; also teacher, counselor, adjustment teacher, and other school personnel referrals, with principal approval.

Student Selection Procedure: Referrals processed and families notified of the available service as counseling time becomes available.

Date Option Started: Pilot program, 1967 and full-time referral agency, 1969.

Principal: Mr. Daniel G. Griffin
Montefiore Social Adjustment School

FAMILY LIVING CENTERS

Contact Persons:

Mrs. Jean Herron, Principal
Simpson Family Center
1112 South Hoyne Avenue
Chicago, Illinois 60612
(312) 243-0146

Mr. James Gusland
Tubman Family Living Center
4607 South Greenwood Avenue
Chicago, Illinois 60653
(312) 538-1560

Function: These Centers serve as optional schools for both elementary and secondary students who are pregnant.

Goals: Provide instruction related to the student's home school curriculum and special needs; provide guidance and counseling for students and their parents; provide other related services.

Characteristics: Instruction in regular school subjects, occupational skills, homemaking arts, child care, home management, personal development, home economics, and family living; guidance and counseling for students and their parents; provision of breakfast, lunch, and carfare.

Eligibility: Pregnant students who reside in a Title I attendance area and are enrolled in a Title I school.

Application Process: Self referrals, referrals through teachers, school counselors, school nurses, community agencies.

Student Selection Procedures: Verification of pregnancy; supportive attitude on the part of the student regarding the opportunities of the program; enrollment in a maternal health clinic. Enrollment as space becomes available (Simpson capacity 350, Tubman 325).

GIFTED SOCIAL AND PSYCHOLOGICAL SERVICES PROGRAM

Contact Persons: Mr. Richard Ronvick, Director
Mr. Lloyd Leaverton, Psychologist
Programs for the Gifted, Room 1114
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4587

Function: This program provides social and psychological services for gifted students.

Goal: Serve the needs of gifted and talented students through making available a team of social workers and psychologists to provide special services.

Characteristics: Availability of a team of social workers and psychologists for providing services including: arranging for individually prescribed educational experiences for gifted children when appropriate; providing individual and group counseling for gifted children whose emotional problems are interfering with their social or academic adjustment; providing consultation for parents of gifted children; providing consultation for school administrative staff and teachers on broad areas of mental health as it may relate to the education of gifted children; initiating and following up referrals to community agencies when indicated; and arranging for educational acceleration of gifted children when appropriate.

Eligibility: Gifted children in the Chicago public schools.

Application Process: Referral

Student Selection Procedures: Determined by the team as need indicates.

Date Option Started: September 1974

PEER CULTURE DEVELOPMENT

Contact Persons:

Dr. Donn L. Wadley, Director
Department of Program Development/
Alternative Schools
228 North LaSalle, Room 626
Chicago, Illinois 60601
(312) 641-4491

Mr. Don L. Jones, Director
Peer Culture Development, Inc.
Room 1264
228 N. LaSalle
Chicago, Illinois 60601
(312) 236-4607

Function: An alternative school-based peer-group program is planned, developed, operationalized, and operated by a school through use of staff and process of Peer Culture Development, Incorporated.

Goal: Establish and operate a school-based peer-group program directed toward delinquency prevention and diversion and toward creating a positive and constuctive atmosphere in the school.

Function: Program operation through a five step procedure developed by Peer Culture Development, Inc.: orientation and student selection process, process learning by peer groups of 12-15 students each, building of peer group into a positive culture, referral of students with problems to peer groups, use of peer groups as a resource to resolve school culture problems. Peer groups pledged to strict confidence, high trust. Daily meetings to work on problems of negative behavior and resolve troublesome situations, with adult leader serving as discussion facilitator and mover toward value decisions and positive action. Progression of peer group through these stages: individual reporting of problems, awarding of meeting to youth with most serious problem, actual problem-solving discussion, and summary of salient points by group leader. Internalization by group of these values: you have no right to hurt yourself, you have no right to hurt another human being, and you have an obligation to help other people. Separate male and female peer groups.

Eligibility: For peer-group membership, students identified by faculty and students as natural student leaders; disaffected youth who tend to lead or follow in a negative direction; in rare instances, youth placed by the court or other authority.

Application Process: Name identification; expression of willingness to help his/her peers "make it in school."

Student Selection Procedures: Interview of large number of students by peer culture staff; identification of students for membership; obtaining of parental consent.

Date Option Started: 1977

Option Locations: See Appendix V, page 169.

SPECIAL EDUCATION PROGRAMS

Information about Special Education Programs of the Chicago Public Schools can be obtained by contacting:

Mr. Martin D. Gabriel, Director
Bureau of Special Education, Rm. 664
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4138

The Bureau of Special Education has the following components:

Bureau of Physically Handicapped

- Blind and Partially Seeing
- Deaf
- Hard of Hearing
- Home and Hospital
- Orthopedically Handicapped
- Speech

Bureau of Mentally Handicapped Children

- Preprimary and Elementary EMH
- Secondary EMH
- TMH

Bureau of Tuition for Non-Public Schools

Bureau of Federal Programs and Services

Bureau of Services for Special Needs

YOUTH GUIDANCE PROGRAMS

Contact Person: Mrs. Ora McConner, Director
Pupil Personnel Services, Room 912
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-3900

Function: Youth Guidance, a not-for-profit private agency, operates a Youth Guidance Program in each of ten Chicago public schools as a means of helping youths become responsible, productive students and adults.

Goals: Provide a wide variety of direct services focused upon youths and their families in order to prevent and solve problems; provide a variety of indirect services that impact on youth and youth problems.

Characteristics: A school-based program provided by Youth Guidance through arrangements with administrators of the Chicago public schools and through networking with other community agencies; a Youth Guidance Team at each school to provide a variety of services; individual, group, and family therapy; treatment services ranging from short-term crisis situations to deliquency or psychosis; referral to other agencies, with follow-up, for services not provided by Youth Guidance and the school, as appropriate; peer counseling and Positive Peer Group Counseling; recreational, cultural, and tutoring services; a training of and services to school personnel and parent groups as requested.

Eligibility: For the treatment program, students who are exhibiting behavioral and/or emotional problems and who are referred by school staff, other students, police, probation officers or are self-referred; exclusion of severely retarded youths and of youths truant for a long period of time prior to referral; inclusion of EMH and LD students. For the prevention services, any student who wishes to participate.

Application Process: Application through the leader of the Youth Guidance Team of the school.

Student Selection Process: Application through the leader of the Youth Guidance Team of the school.

Student Selection Procedures: For the treatment program, interview of each referred student by the school's Youth Guidance Team; assessment of the problem and determination of the treatment modality -- individual, group, or family; immediate placement of all referrals into the appropriate services component at the school or through network agencies. For the preventive program, acceptance of all who apply.

Date School Program Started: 1969

# VII

# ADULT EDUCATION

ADULT EDUCATION DAY CENTERS

Contact Person: Mr. Vernon E. Miller, Director
228 North LaSalle Street, Room 642
Chicago, Illinois 60601
(312) 641-4318

Function: These Centers provide basic, fundamental instruction that respects the maturity of the adult student through daytime programs developed to meet the needs of adult students within guidelines established by the Chicago Board of Education, the Illinois Department of Public Aid, and the Illinois Office of Education and through evaluation of the daytime programs.

Goal: Enable adults to move further into the life stream through providing classes in English as a Second Language (ESL) for foreign students, through providing Adult Basic Education (ABE) for the elementary diploma, through providing General Education Development test preparation (GED) for securing a high school equivalency certificate, and through making available Child Development classes (CD) for children (ages 2 1/2 - 5) of public aid adult students enrolled in school through the public assistance program.

Characteristics: English as a Second Language (ESL): increase in skills in using the English language for students who are not native speakers; sequential growth process in understanding and using the English language based on the needs of the individual student.

Adult Basic Education (ABE): Opportunity to increase competency in the basic skills of reading, oral and written communication, and computation up to the GED level.

General Education Development (GED): Preparation to successfully complete the GED test or re-test.

Child Development (CD): Care and training of 2 1/2 to 5 year old children of enrolled and present adult students through a type of Head Start activity, including meals and snacks, nursery care, and needed medical attention.

Eligibility and Application Process: Adults who are nineteen years old or older and the children (2 1/2 to 5) of enrolled public aid students. Registration at an Adult Education Center. Enrollment each Monday based upon number of openings in programs. (See Appendix C, page 141 for a listing of the Centers.)

Student Selection Procedures: Approval through the public assistance program; space and program availability at selected site.

Date Option Started: Winter of 1856 at West Market Hall

G.E.D. (GENERAL EDUCATIONAL DEVELOPMENT)

Contact Person: Mr. Joseph C. Fogarty
Director, G.E.D. Program
Educational Service Region of Cook County
33 West Grand Avenue
Chicago, Illinois 60610
(312) 443-5192

Function: This program enables adults to complete high school equivalency requirements.

Goals: Offer to adults an opportunity to complete high school equivalency requirements by passing prescribed tests.

Characteristics: Classes designed to prepare adults to pass the following tests required for obtaining a G.E.D. Certificate: Writing Skills, Social Studies, Science, Reading Skills, Mathematics, Federal Constitution, State Constitution, Flag Code, and the Declaration of Independence.

Eligibility: Adults currently living in Cook County who are 19 years of age or older; some 17 or 18 year olds may be eligible.

Application Process: Registration in person at the office of the Educational Service Region of Cook County, 33 West Grand Avenue; presentation of personal identification and payment of a fee of $5.00 to take the examination.

Option Locations:

Hilliard Adult Education Center (ABE, GED, CD)
6533 South Stewart Avenue - 60621
Mr. Alvin Charnes, Principal (312) 487-1747

Jackson Adult Education Center (ESL, ABE, GED, CD)
820 South Carpenter Street - 60607
Mr. Michael Lagattuta, Principal (312) 243-1650

Montrose Br. of Hilliard (ESL, ABE, GED)
901 West Montrose Avenue - 60613
Mr. Alvin Charnes, Principal (312) 327-2101 x376

Sturgis Adult Education Center (ABE, GED, CD)
4401 South St. Lawrence Avenue - 60653
Mr. Robert Grimes, Principal (312) 548-0927

For locations of other classes, call Chicago City Colleges, (312) 624-3737.

PRACTICAL NURSING PROGRAM (HIGH SCHOOL DIVISION)
PRACTICAL NURSING PROGRAM (ADULT)
PHARMACOLOGY PROGRAM

Function: The Practical Nursing Programs prepare students and adults to pass, at age 18 or older, the State Board Examinations that are required to become a licensed practical nurse. The Pharmacology Program increases the knowledge and skills of licensed practical nurses.

Goal(s): For the Practical Nursing Programs, to prepare high school students and adults to become practical nurses, following licensing. For the Pharmacology Program, to upgrade knowledge and skills of licensed practical nurses.

Characteristics: For high school students, a shared time program accommodating students from participating high schools throughout the City in a two-year, one-half time program in affiliated hospitals of the City; for Level I, classroom experiences and clinical practice in basic nursing and medical-surgery nursing; for Level II, medical-surgical nursing, maternal-child nursing, and gerontology; two units of credit for each of two years. For adults, a two-year half-time or a one-year full-time Practical Nursing Program. For students and adults, preparation for the State Board Examinations required for licensing as a practical nurse, with 760 contact hours per year for two years or 1350 hours for one year. For the Pharmacology Program, a twelve-week program consisting of formal classes in pharmacology and clinical practicum in medication administration, with 77 contact hours; available four times a year to licensed practical nurses.

Eligibility: For the high school program, students from Chicago public high schools who are beginning their junior year, have 9.5 units of credit, and will be 16 years of age on or before September 30; for the adult Practical Nursing Program, adults of the City; for the Pharmacology Program, licensed practical nurses.

Application Process: For all programs, application through Cregier Vocational High School, 421-6306; for high school students, application through their counselor, taking the pre-entrance tests administered by the Practical Nursing Program, personal interview; for the adult Practical Nursing Program, completion of the pre-entrance test; for the Pharmacology Program, completion of the application for a twelve-week session.

Selection Procedures: Selection of students who meet the credit, age, test score requirements, who have a good attendance record, who pass the physical examination, and who are recommended by their home school. For Practical Nursing Program for adults, results of pre-entrance test and of interviews; for the Pharmacology Program, proof of licensing as a Practical Nurse.

SHORT-TERM COURSE FOR LONG-TERM CARE (STC-LTC)

Contact Source: Westinghouse Vocational High School (p. 170)

Function: This adult course is designed to upgrade nurse aides who are working in nursing homes or in another long-term facility providing nursing care for the elderly.

Goal: Provide a course that will enable adults working full-time as nurse aides to become certificated as Geriatric Nurse Aides.

Characteristics: A 12-week course that includes two 3-hour sessions per week in class as well as supervision of nursing care and skills of students in the facility in which each is employed full-time; classrooms located geographically throughout the City; opportunity for improvement of care, confidence, and competence; 480 contact hours; administration of the program at Westinghouse Vocational High School, as a component of the Health Occupations Program; awarding of a certificate as a Geriatric Nurse Aide upon successful completion of the course.

Eligibility: Adults employed full-time in a long-term care facility as nurse aides.

Application Process: Applying for course entry through the Westinghouse Vocational High School, 3301 West Franklin Blvd. (60624), 826-5536; recommendation by employer; taking a pre-entry reading test; payment of fee currently set at eight dollars per student.

Student Selection Procedure: Recommendation of employer and satisfactory employment record required for selection; passing of pre-entry reading test; proof of current full-time employment in a cooperating facility provided; payment of course fee made.

# VIII

# ACCESS TO EXCELLENCE

Chicago Is...
ACCESS TO EXCELLENCE

THE BASIS of Chicago's desegregation effort is choice: for the children and for their parents. "Access to Excellence" offers scores of new and expanded programs to meet the needs and interests of nearly every child.

There is something for everyone: preschool for the very young; basic skills for students needing help; academic interest centers to introduce new wonders to elementary students; district programs in dozens of subjects; career programs to prepare young men and women for good jobs; advanced placement for the college-bound; classical schools to challenge academically talented youngsters; and many more. Every student can apply for an optional educational program.

PROGRESS: YEAR I (1978-79)

"Access to Excellence" is working. The largest voluntary desegregation plan in the United States, during its first year it has more than achieved its goals.

So far, nearly 38,000 students have enrolled in programs offered under "Access to Excellence." These children, aged 3 to 18, come from all parts of Chicago to attend classes in different schools. They are white, black, Hispanic, Asian, and Native American; virtually every major group is represented. The majority of these children are in desegregated classes.

The Chicago public schools' five-year goal is to desegregate 80,000 students, about 16,000 a year. During the first year, 42 schools, serving 23,910 students, have become desegregated for the first time. Many other students have moved into schools that were already desegregated, and thousands of others have participated in short-term, desegregated activities.

So far, 232 schools are desegregated (at least 10 percent and no more than 90 percent minority), compared to an expected 190. This is an increase of 22 percent.

Virtually every public school in Chicago is involved in the program. Some are receiving new students; most are sending students to participate in one or more of the excellent educational offerings made possible by "Access to Excellence."

## ACCESS TO EXCELLENCE

### PERMISSIVE ENROLLMENT

"ACCESS TO Excellence" offers students the chance to transfer to another school, in order to increase desegregation and relieve overcrowding. These transfers are subject to three conditions:

- Transfers must contibute to desegregation of the receiving school and not diminish desegregation of the sending school.
- Transfers must not alter the racial/ethnic balance of the receiving school by more than 15 percent.
- The receiving school must have space available.

Transfer students become regular members of the receiving school's student body and can be transferred back only at the parent's request.

Elementary transfer students may, upon graduation, choose to attend the high school to which either the sending or the receiving school feeds.

TRANSPORTATION costs will be paid by the Board of Education.

Permissive Enrollment has two parts:

I. Permissive Transfer. Students in identified overcrowded elementary schools (see list) or high schools (see map) may choose to transfer to an underused school. Buses will pick up elementary students at their sending school. High school students will receive bus tokens.

II. Open Enrollment. Students in other schools may apply to transfer, if the new school has space available and if the transfer will increase desegregation.

### BASIC SKILLS CENTERS

Each district offers one or more programs for students below grade level in reading achievement. Specific information on basic skills programs available can be obtained from the district AE coordinator.

### DISTRICT-SELECTED PROGRAMS

Every district offers programs designed to meet the expressed needs and interests of the children in the district. For specific information on district-selected programs available, contact the district AE coordinator. Students may apply for admission to programs in other districts.

## ELEMENTARY SCHOOL PERMISSIVE TRANSFER LISTING

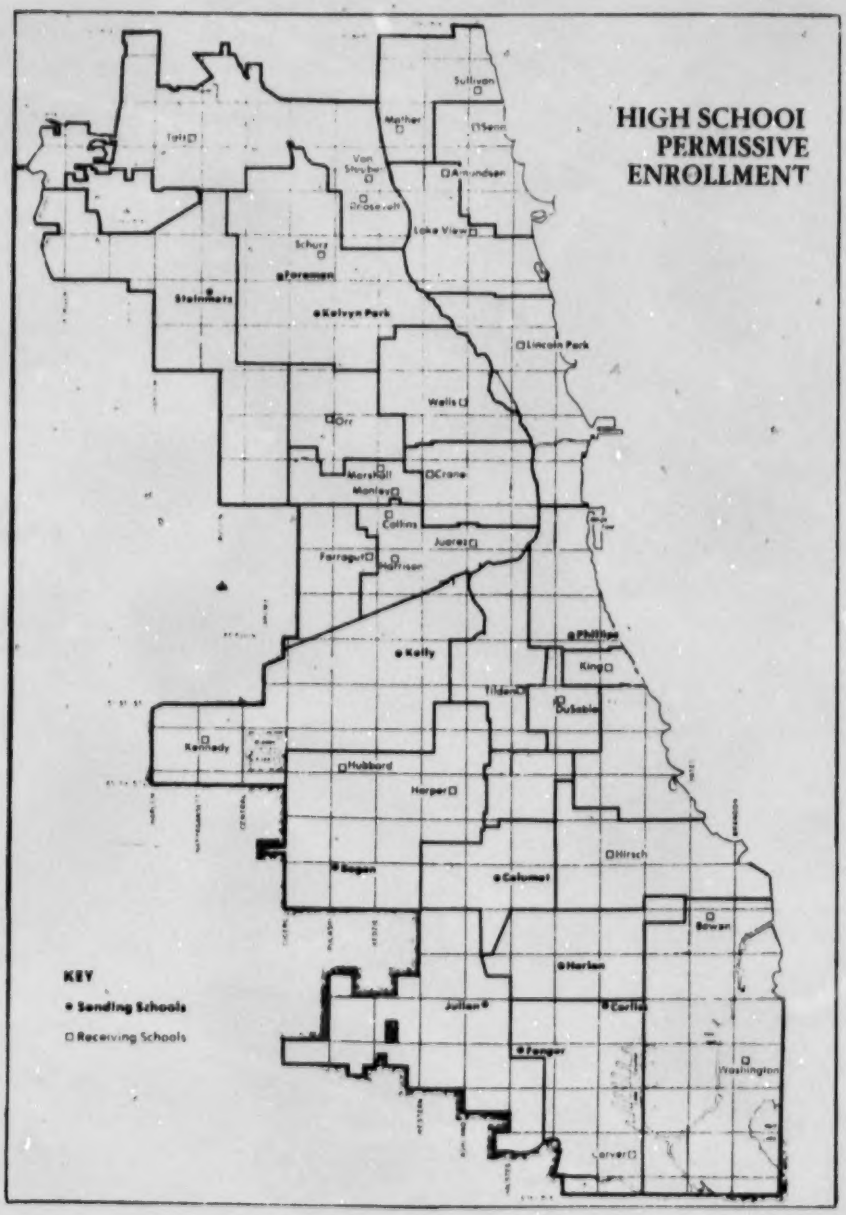
| Sending School | Receiving School | |
|---|---|---|
| Gale | Rogers | |
| Byford | Bridge | Lyon |
| | Canty | Smyser |
| | Dever | Thorp, O.A. |
| | Locke | |
| Hay | Ebinger | Norwood Park |
| | Edison | Peterson |
| | Cleveland | Stock |
| Howe | Gray | Reinberg |
| Key | Hitch | |
| Lewis | Dirksen | Oriole Park |
| | Edgebrook | Sauganash |
| | Onahan | Wildwood |
| Young | Murphy | Portage Park |
| | Reilly | |
| Funston | Volta | Prussing |
| Mozart | Linne | Monroe |
| | Scammon | |
| Nixon | Wicker Park | |
| Stowe | Beaubien | Palmer |
| Chase | Bell | Stone |
| | Coonley | |
| Gary | Davis | Gunsaulus |
| Whitney | Burroughs | Shields |
| Henderson | Byrne | Sawyer |
| | Kinzie | Twain |
| O'Toole | Hale | Tonti |
| | Pasteur | |
| | Lee | |
| Raster | Crerar | Hurley |
| | Dawes | Owen |
| Nansen | Clay | |
| West Pullman | Mt. Greenwood | |
| McCormick | Longfellow | |
| | Graham, A. | |
| Barton | Eberhart | Stevenson |
| Joplin | Peck | |
| Cameron | Belding | Scammon |
| | Falconer | |
| Piccolo | Schubert | |
| Lowell | Farnsworth | |
| Holmes | McClellan | |
| Gompers | Gallistel | Taylor |
| Scanlon | Washington | |
| | Grissom | |

## HIGH SCHOOL PERMISSIVE ENROLLMENT

**Permissive Enrollment has two parts:**

**I. *Permissive Transfer.* Students in identified overcrowded elementary schools (see list) or high schools (see map) may choose to transfer to an underused school. Buses will pick up elementary students at their sending school. High school students will receive bus tokens.**

**II. *Open Enrollment.* Students in other schools may apply to transfer, if the new school has space available and if the transfer will increase desegregation.**



## PERFORMING AND CREATIVE ARTS CENTERS

Students having a strong interest and talent in arts, music, theater, or dance may apply for admission to a performing and creative arts center. These centers offer a sequenced course of study emphasizing performance. Opportunities are provided to work with professional artists. Centers which will operate during the 1979-80 school year are Curie, 4959 South Archer; Young, 1450 West Jackson Blvd., and Lincoln Park High School, 2039 North Orchard. For further information, people may contact the district AE coordinator. For an application, contact any school or the district AE coordinator.

## ADDITIONAL ACCESS TO EXCELLENCE PROGRAMS

In addition to Permissive Enrollment, Basic Skills Centers, District-Selected Programs, and Performing and Creative Arts Centers, a number of other programs fall under the heading Access to Excellence and are described elsewhere in this publication:

Academic Interest Centers
Advanced Placement
Bilingual Centers
Career Development Centers
Center for Languages
Classical Schools
Elementary School Language Centers
Enriched Studies Centers
LaSalle Language Academy
Near North Magnet Career High School
Preschool Centers
Technical Centers
Technical Programs

## HOW TO GET FURTHER INFORMATION ABOUT ACCESS TO EXCELLENCE

Information can be obtained by calling the AE coordinator for a district, by calling the Access to Excellence hot line, 641-8305, or by requesting information from Access to Excellence, 228 N. LaSalle Street, Room 100, Chicago, Illinois 60601.

Dr. Salvatore Vallina, Co-Director
Access to Excellence
160 West Wendell Street
Chicago, Illinois 60610
(312) 641-8347

Ms. Mary Broomfield, Co-Director
Access to Excellence
160 West Wendell Street
Chicago, Illinois 60610
(312) 641-8348

# IX

# CHICAGO LINK

CHICAGO LINK (Liaison between Identified Needs and Know-How)

Function: This ESEA Title IVc project of the Illinois Center for Educational Improvement (1) provides technical assistance to help schools identify their educational problems and to search for appropriate solutions and (2) serves as a broker to provide the schools with resources.

Goal: Improve educational services to Chicago students by linking administrative units and educational resources available through the Illinois Office of Education, National Diffusion Network, and other sources within the without the City.

Characteristics: Provision of services including the following: technical assistance in developing a comprehensive local needs assessment, prioritizing critical educational needs, and searching for resources to meet the need; maintenance and display of a collection of dissemination and curriculum materials validated by the U.S. Office of Education or by one of the fifty states; access to the Illinois Resource and Dissemination Network through the Illinois State Facilitator; funds for instruction materials and staff inservice; and technical assistance in implementation and internalization. Operation out of the Center for Urban Education of the Chicago Board of Education, with linkage with the National Clearinghouse for Options in Public Education of the Department of Program Development/ Alternative Schools. Linkage with validated programs and consultant services in the following areas: Alternative Programs, Bilingual Education, Career/Vocational Education, Early Childhood/Parent Involvement, Environmental Education, Organizational Arrangement/Training and Administration, Reading/ Language Arts/Math, Special Education/Learning Disabilities, Arts/Communication Skills/Technology, Health/Human Behavior/ Talent Development, and Special Interests.

Eligibility: Chicago public and non-public schools

Application Process: Application of Chicago public and non-public schools for services through the Chicago LINK facility.

Date Option Started: December 1978

Contact Person: Mrs. Joyce Price
Chicago LINK, Room 203
Center for Urban Education
160 West Wendell Street (60610)
(312) 641-8340

# X

# OTHER OPTIONS

OTHER OPTIONS

It is beyond the scope of this publication to describe all options of the Chicago public schools. Most citywide options with open enrollment have been included; on the other hand, options that offer a different subject area approach at the local level are largely excluded because of their great number and wide variety. A number of Chicago public schools offer several optional programs for targeted groups of children enrolled in the school. For example, the following optional programs are offered at the Hanson Park and the Schubert Elementary Schools:

Early Prevention of School Failure (Peotone Project), a Title IVc, adoptive/adaptive kindergarten level program for diagnosis/prognosis and remediation screening of kindergarten children.

Junior Great Books, a gifted program for interested students of the school who read above grade level and have been in school at least two years beyond kindergarten.

Pre-Algebra Program, a Title IVc program with a four-phase approach for preparing upper cycle students for algebra: laboratory, classroom, reading, and diagnosis.

Project Value, a Title IVc program to instruct students in processes of values development, life-coping, and problem solving skills.

At Phillips High School, the following optional programs are offered, among others:

Accelerated English II Program, a gifted course for sophomore and junior students who score well on the Torrence Test of Creative Tendency; incorporates Story Workshop and Theatre Games within the study of classical and modern literature.

BES/CT (Basic Educational Skills and Career Training Program), See page 134, Community Development Education Program.

Greater Chicago Area Program, a program designed to increase the number of minority high school graduates capable of succeeding in a college engineering program.

Pilot Enrichment Program, a gifted college preparatory program for selected students who are block programed and attend the University of Chicago on Tuesday and Thursday for enrichment studies in reading, writing, and mathematics.

Wendell Phillips Photo Workshop, a special individualized, "hands on" gifted program for students who demonstrate Visual Arts aptitude and academic excellence.

Pre-Algebra Program (See page 133).

Community Development Education Programs operating in the Chicago public schools are not included elsewhere in this publication. For additional information about Community Development Education programs, contact Mr. Benjamin Rogers, Room 1122, 228 N. LaSalle, Chicago, 60601, (312) 641-4592. Programs include the following:

BES/CT (Basic Educational Skills and Career Training Program), located at Wendell Phillips High School, provides three fully-equipped shops--Modern Printing, Multi-Purpose, and Home Economic Skills--for vocational and career experiences needed in the community to attract a diverse racial and economic population.

Career and Skill Development Program, located at Corliss, Fenger, and Juarez High Schools, provides additional teachers and counselors, a computer-based guidance center, and a developmental learning center as a means of improving career opportunities of students.

Career Vocational Education Center, located at Herzl Elementary School, provides opportunity for students to explore career clusters and to experience a hands-on approach to career education.

Communications Career Center is designed to alleviate negative factors hindering progress of economically deprived students of the Hess Upper Grade Center through a variety of services including a system of reading, language arts, and communication skills correlated with career education content.

Education/Career Vocational Development, located at the Scott Elementary School, provides children with such guidance services as career development awareness, exploration, and preparation at all grade levels.

Exemplary Career and Vocational Guidance Center, located at Bethune Elementary School, provides such services for upper elementary students as development of career awareness through individualized counseling, field experiences, use of community resources, and provision of specialized materials.

Health Services Career Centers, located at the Overton and Stockton Elementary Schools, provide elementary school children with career education in the area of health occupations.

Prevocation Education Dropout Intervention, located at the Mason Upper Grade Center, provides special shop experiences that teach such skills as basic automobile repair and maintenance and motor and small appliance repair.

TESOL Program, located at Senn High School, is designed to teach English to speakers of other languages and help students and their families adjust to urban life and make contacts with agencies providing needed services.

Television Media Laboratory, located at Hyde Park Career Academy, provides practical laboratory experiences in the operation of audio and video equipment for developing essential skills required of television technicians.

United Career Action Now (UCAN) provides students of Farragut, Marshall, Young, and Austin High Schools and of two parochial schools with personal and ongoing contact with successful working adults who serve as career counselors.

A number of other options described in this publication are government funded, but not all government-funded options are included. The Department of Government Funded Programs of the Board of Education of the City of Chicago publishes a yearly Directory of Activities. For a copy of the Program Index of the Directory of Activities, contact:

Department of Government Funded Programs
Room 1130
228 North LaSalle Street
Chicago, Illinois 60601
(312) 641-4500

# APPENDIXES

APPENDIX A

ACADEMIC INTEREST CENTERS: INSTITUTION BASED

These centers offer elementary students enriched education in selected subjects. To make this possible, the centers are designed to take advantage of each site's unique resources. Students participate at a center for a three-day cycle. The Institution-Based Academic Interest Centers are the following:

Astronomy: emphasizes humanity's relationship to the universe and various solar bodies; 1200 spaces; Adler Planetarium, 1300 South Lake Shore Drive.

Culture and the Arts: provides study of culture through the fine arts and the performing arts; 1200 spaces; Art Institute/ Goodman Theater.

Cultural History: stresses the dignity, work, and contribution of different ethnic groups in the growth of Chicago, Illinois, and the nation; 1200 spaces at the Chicago Historical Society, Clark at North Avenue; 1200 spaces at the DuSable Museum of African American History, 740 East 56th Place.

Cultural and Natural History: relates humanity and the Natural environment; 1200 spaces; Field Museum of Natural History, Roosevelt Road at Lake Shore Drive.

Environmental Studies: emphasizes urban diversity and dependence upon the environment; 900 spaces at North Park Village, 5601 North Pulaski; 1200 spaces for the City Centre Program at the Chicago Cultural Center, 78 E. Washington St.

Marine Studies: provides study of various forms of marine life and their importance to humanity; 1200 spaces; Shedd Aquarium, 1200 South Lake Shore Drive.

Science and Technology: emphasizes technological developments and their impact on everyday life; 1200 spaces; Museum of Science and Industry, 5700 South Lake Shore Drive.

Zoological Studies: emphasizes relationships between animals, their environment, and humanity; 900 spaces at Brookfield Zoo, 8400 West 31st Street, Brookfield, Illinois; 900 spaces at Lincoln Park Zoo, 2200 North Cannon Drive.

## APPENDIX B

## ACADEMIC INTEREST CENTERS: SCHOOL-BASED

Disney Communication Arts
4140 N. Marine Drive
Chicago, Illinois 60613 (312) 281-4794

Dr. Robert J. Gallagher, Principal

Jefferson Academic Interest Center
1522 W. Filmore Street
Chicago, Illinois 60607 (312) 666-6376

Mr. David Levitan, Principal

Vanderpoel Branch Academic Interest Center
9200 S. Vanderpoel Avenue
Chicago, Illinois 60629 (312) 881-7796

Mr. E. Robert Olson, Principal

### Disney Communication Arts Academic Interest Center

Through its extensive facilities, resources, and specialized staff, this school-based Center provides educational experiences that complement academic programs and enable elementary students to explore, to develop, and to appreciate the importance of all arts as a medium of self-expression and communication to others. The Center integrates the children's ethnic patterns of expression into artistic activities that promote interest in basic skills while focusing on art, dance, drama, photography, radio and television, creative writing, and film making. Teachers accompanying children participate in order to develop appropriate materials, teaching aids, and teaching techniques for use at the home school and in order to provide services for children.

Any Chicago elementary public school principal can apply for participation of a group of children during a cycle. A cycle is for two weeks for children ages 8 and 9 and for three weeks for children ages 10 and 11 or ages 12 and up. Four hundred children attend each cycle as a racially/ethnically/socio-economically diverse group having common needs. Yearly attendance at the Center averages 5,260 children.

## APPENDIX C

## ADULT EDUCATION CENTERS, 1978-79

HILLIARD ADULT EDUCATION CENTER (ABE, GED, CD)
6533 South Stewart Avenue - 60621
Mr. Alvin Charnes, Principal

(312) 487-1747

FY 1978 Registration - 696

MONTROSE BR. OF HILLIARD (ESL, ABE, GED)
901 West Montrose Avenue - 60613
Mr. Alvin Charnes, Principal

(312) 327-2101 x376

FY 1978 Registration - 1175

JACKSON ADULT EDUCATION CENTER (ESL, ABE, GED, CD)
820 South Carpenter Street - 60607
Mr. Michael Lagattuta, Principal

(312) 243-1650

FY 1978 Registration - 314

EL CENTRO DE LA CAUSA BR. OF JACKSON (ESL)
731 West 17th Street - 60616
Mr. Michael Lagattuta, Principal

(312) 829-9290

FY 1978 Registration - 296

STURGIS ADULT EDUCATION CENTER (ABE, GED, CD)
4401 South St. Lawrence Avenue - 60653
Mr. Robert Grimes, Principal

(312) 548-0927

FY 1978 Registration - 415

APPENDIX D

1978/79 ADVANCED PLACEMENT PROGRAM

Amundsen: Am. History, Art Studio, Calculus, Chemistry, English
Austin: Am. History
Bogan: Art Studio, Biology, Calculus, English
Bowen: Am. History, English, Eur. History, Spanish
Calumet: Am. History, Biology, Eur. History
Carver: Biology, English
Chicago Vocational: Art Studio
Clemente: Biology, English
Corliss: Am. History, Art Studio, Biology, English, Eur. History
Curie: Am. History, Biology, Calculus, English, Eur. History, Choral Music, Music Theory
Englewood: Am. History
Farragut: Biology, English
Fenger: Am. History, Art Studio, Biology, English
Foreman: Biology, English
Gage Park: Am. History, English
Harlan: Am. History, Biology, Chemistry, English
Hirsch: Art Studio
Hubbard: Art Studio
Hyde Park: Biology, English
Julian: Am. History, Art Studio, Biology, English
Kelly: Am. History, Art Studio, Biology, English
Kelvyn Park: Am. History, English
Kennedy: Art Studio, Biology, Calculus, Chemistry, English, Latin
Kenwood: Am. History, Drawing and Painting, Art Studio, Biology, Calculus, English, French, German, Latin, Music, Spanish
Lake View: Art Studio, Biology
Lane: Am. History, Art Studio, Biology, Calculus, Chemistry, English
Lindblom: Am. History, Art Studio, Biology, Calculus, Chemistry, English, Physics
Manley: English
Marshall: English
Mather: Am. History, Art Studio, Calculus, English, Eur. History, French
Morgan Park: Am. History, Calculus, English, Eur. History, French, Physics
Phillips: Art Studio
Robeson: Am. History, Art Studio, Biology, Calculus, English
Roosevelt: Am. History, Art Studio, Biology, Calculus, English
Schurz: Art Studio, English, Music
Senn: Am. History, Art Studio, Calculus, Chemistry, English
South Shore: Am. History, Art Studio, Biology, English, French, Spanish
Spalding: English
Steinmetz: Biology, Chemistry, Eur. History
Sullivan: Biology, Calculus, English, Eur. History
Taft: Am. History, Calculus, English, Eur. History, French Literature, Physics, Spanish
Von Steuben: Am. History, Art Studio, Calculus, Chemistry, English
Washington: Am. History, Eur. History, Latin, Spanish Literature
Young: Biology, Chemistry, English, Eur. History, French Language

APPENDIX E

BILINGUAL PROGRAM LISTING (ELEMENTARY AND HIGH SCHOOLS), 1978-79

Arabic: Haugan, Tonti, Fulton, Libby, Marquette Elementary Schools

Assyrian: Von Steuben, Senn High Schools; Bateman, Hibbard, McPherson, Pierce, Trumbull Elementary Schools

Cantonese/Chinese: Senn High School; Haines, Ward Elementary Schools

French: Bowen High School

Greek: Amundsen High School; Peterson, Clinton, Budlong, Waters, Clay Elementary Schools

Indic: Hibbard, McCutcheon Elementary Schools

Italian: Steinmetz High School: Locke, Long Elementary Schools

Korean: Roosevelt, Von Steuben, Mather, Lakeview, Senn High Schools; Bateman, Haugan, Hibbard, Peterson, Volta, Budlong, Waters, Arai Middle, McCutcheon Elementary Schools

Laotian: Senn High School; McCutcheon Elementary School

Pilipino: Young, Brennemann Elementary Schools

Polish: Schurz, Kelly High Schools

Romanian: Trumbull Elementary School

Spanish: Roosevelt, Sullivan, Lakeview, Kelvin Pk., Schurz, Amundsen, Clemente, Wells, Waller, Farragut, Bowen, Harrison, Juarez, Senn, Orr, Tilden High Schools; Bateman, Haugen, Henry, Hibbard, Armstrong, Field, Gale Elementary Schools

Spanish: Kilmer, Audubon, Blaine, Burley, Coonley, Greeley, Hamilton, Hawthorne, Jahn, Lemoyne, McPherson, Morris, Nettlehorst, Ravenswood, Waters, Hay, Lewis, Nash, Young, Avondale, Brentano, Darwin, Funston, Linne, Monroe, Mozart, Nixon, Stowe Elementary Schools

Spanish: Andersen, Burr, Carpenter, Chase, Chopin U.G.C., Columbus, Drummond, Goethe, Kosciuszko, Lafayette, Mitchell, Moos, Otis, Peabody, Pulaski, Sabin, Talcott, Tuley De Diego, Tuley Middle, Von Humboldt, Von Humboldt Br., Wicker Pk., Yates, Yates U.G.C., Agassiz, Mayer, Mulligan Elementary Schools

Spanish: Newberry, Prescott, King, Irving, Jackson/McLaren, Jefferson, Skinner, Burns, Burns Br., Corkery, Gary, Whitney, Ward, Davis, Edwards, Hedges, Shields, Twain/Baum, Fulton, Libby, Marquette, Morrill, Bright, Marsh, Sheridan, Taylor, Thorp Elementary Schools

Spanish: West Pullman, Cook County J.D.C., Cooper, Cooper U.G.C., Hammond, Jirka, Jirka/St. Vitus, Jungman, Komensky, McCormick, Pickard, Plamondon, Salazar, Spry, Spry U.G.C., Walsh, Whittier, Coles, Sullivan, Arai Middle, Brenneman, Disney, Goudy, Goudy/Marti, Hayt, McCutcheon, Pierce, Stewart Elementary Schools

Spanish: Stockton, Swift, Trumbull, Cameron, Lowell, Nobel, Piccolo, Piccolo Middle, Armour, Hamline, Healy/Sheridan, Holden, McClellan, Seward, Sherman, Pullman Elementary Schools

Vietnamese: Senn High School; McCutcheon Elementary School

## APPENDIX F

## ROBERT A. BLACK ATTENDANCE AREA

The following elementary schools and branches are designated as contributing schools on a "permissive transfer" basis:

Addams, 10810 S. Avenue H
Avalon Park, 8045 S. Kenwood Avenue
Bradwell, 7736 S. Burnham Avenue
Bright, 10740 S. Calhoun Avenue
Bryn Mawr, 7401 S. Chappel Avenue
Burnham and Branches, 1903 East 96th Street
  Anthony, 9800 S. Torrence Avenue
  Goldsmith, 10211 S. Crandon Avenue
Caldwell, 8546 S, Cregier Avenue
Carnegie, 1414 East 61st Street
Clay, 13231 S. Burley Avenue
Coles, 8440 S. Phillips Avenue
Cornell, 7540 S. Drexel Avenue
Dulles, 6311 S. Calumet Avenue
Dumas, 6650 S. Ellis Avenue
Fermi, 1415 E. 70th Street
Fiske, 6145 S. Ingleside Avenue
Gallistel, 10347 S. Ewing Avenue
Grissom, 12810 S. Escanaba
Harte, 1556 E. 56th Street
Hoyne (Earhart), 8905 S. Crandon Avenue
Kozminski, 936 E. 54th Street
Luella, 9928 S. Crandon Avenue
Marsh, 9810 S. Exchange Avenue
McCosh, 6525 S. Champlain Avenue
Murray, 5335 S. Kenwood Avenue
O'Keefe, 6940 S. Merrill Avenue
Parkside, 6938 E. East End Avenue
Ray, 5631 S. Kimbark Avenue
Reavis, 834 E. 50th Street
Sbarbaro, 8505 S. Ingleside Avenue
Scott, 6435 S. Blackstone Avenue
Sexton, 6020 S. Langley Avenue
Sheridan, 9000 S. Exchange Avenue
Shoesmith, 1330 E. 50th Street
Sullivan, 8255 S. Houston Avenue
Taylor, 9912 S. Avenue H
Thorp, J.N., 8914 S. Buffalo Avenue
Wadsworth, 6434 S. University Avenue
Warren and Branches, 9239 S. Jeffery Avenue
  Buckingham, 9207 S. Phillips Avenue
  Washington, 115 W. 108th Street

APPENDIX G

Chicago Public Schools
**CAREER DEVELOPMENT CENTERS**
1979--80

An Invitation to You, a High School Junior

CDC
THE CHOICES

To explore career opportunities associated with a career field of your choice

To acquire knowledge of a career field by talking with experts in each career field and earning 1½ units of credit

To participate every afternoon in learning activities in a work environment

To develop a realistic understanding of the daily work activities in a career field

To set career goals based upon first hand experience.

Find the career field of your interest among the fifteen **Career Development Centers** described and obtain an Access to Excellence application form in your home school.

**Air Transportation Studies**
- Midway Airport
- Explore field of air transportation including aerospace, airports, planning and operations, airlines, general aviation, military aviation, and government aviation.
- Units of Credit: ½ science, ½ social science, and ½ business education; fulfills consumer education requirement.
- Charles Gorra, John Harper, and John Pszczola, teachers

**Architecture**
- University of Illinois at Chicago Circle
- Explore building design and construction and the role of architects, contractors, and engineers in creating the built environment of Chicago.
- Units of Credit: 1½ architecture or 1 architecture and ½ social science.
- Janice Roomkin, teacher

**Design**
- Illinois Institute of Technology
- Explore graphic, industrial, and interior design, and related support service businesses.
- Units of Credit: 1½ art.
- Don Toups, teacher

**Economics** and **Business Studies (2)**
- Continental Illinois National Bank and Trust Company of Chicago; Harris Trust and Savings Bank
- Examine the field of economics and its application to advertising, accounting, business, banking, unions, investments, and financial resources of Chicago.
- Units of Credit: 1 in business education and ½ social science; fulfills consumer education requirement.
- John Kerrigan and Paul Zeitler, teachers

**Environment** and **Energy Management Studies**
- Environmental Protection Agency
- Investigate environment and energy-related issues including air and water quality, land use, ecology of living systems, noise, and solar energy.
- Units of Credit: 1½ science.
- Frances Vandervoort, teacher

**Government** and **Inter-Nation Studies**
- The First National Bank of Chicago
- Investigate issues related to government, politics, international affairs, international business, and cultural exchange.
- Units of Credit: 1½ social science or 1 social science and ½ business education.
- Earl Choldin, teacher

**Health and Medical Sciences**
- Rush Presbyterian St. Luke's Hospital and Medical Center
- Explore the medical laboratories, patient support services, operation and maintenance, and hospital organization.
- Units of Credit: 1 biological science and ½ social science

**Hotel/Motel Management Studies (2)**
- Holiday Inn Mart Plaza; Holiday Inn Lake Shore Drive
- Explore the lodging, food, travel, tourism, and recreation services of the hospitality industry.
- Units of Credit: 1 business education and ½ social science; fulfills consumer education requirement.
- Stephen Kaplan and Willian Yates, teachers

**Law and Justice**
- Dirksen Federal Building
- Explore the organization, scope, and functions of public and private legal agencies and firms within the criminal justice system, juvenile justice system, and civil justice system.
- Units of Credit: 1½ social science
- Charles Thomason, Jr., teacher

**Life and Health Sciences**
- Blue Cross/Blue Shield Building
- Investigate the health field including health impairment, community concerns, organizational styles of care, human development, specialized health-care roles, and treatment media.
- Units of Credit: 1½ science
- Joyce Dabbouseh, teacher

**Management Studies**
- Arthur Andersen and Company
- Explore the management principles, organization and systems, functions, policies, processes, and services of various types of business firms.
- Units of Credit: 1½ business education
- Jo Lipson, teacher

**Maritime Studies**
- John G. Shedd Aquarium
- Explore water transportation businesses including shipping, cargo handling, storage, inspection, and support services of the Chicago maritime industries.
- Units of Credit: 1½ business education or 1 business education and ½ social science.
- William Hayes, teacher

**Merchandising and Retailing**
- Montgomery Ward & Company, Inc.
- Explore the organization, management, and operation of various types of retail businesses.
- Units of Credit: 1½ business education
- Leola Howard, teacher

**Urban Communications Studies**
- Illinois Bell Telephone Headquarters
- Explore advertising, marketing, and employment processes; organization of businesses including Illinos Bell Telephone Company, banks, investment firms, consumer agencies, and the news media.
- Units of Credit: 1 social science and ½ business education; fulfills consumer education requirement.
- Gerald Pyster, teacher

**Urban Studies**
- University of Illinois at Chicago Circle
- Learn how the city plans for its transportation, health, and housing needs; acquire first hand knowledge of computers and the careers related to their use in city planning.
- Units of Credit: 1½ social science.
- Christine Armstead, teacher

Additional information on the Career Development Centers can be obtained from the guidance counselors, career education liaison persons, and division teachers in home schools; or, the Career Development Centers Network Teacher, Jackson School, 820 South Carpenter Street (60607), Mail Run #37, 829-6578.

Prepared by the **Department** of **Program Development/Alternative Schools** in cooperation with the **Department** of **Vocational** and **Career Education Program Development.**

APPENDIX H

CAREER DEVELOPMENT CENTERS, 1979-80
GRADES 9-10

This program provides short-term community-based career education experiences in selected business and industry sites. Students attend day-long sessions in which they learn about the kind of business, its relationship to other businesses, and the kinds of jobs typical of the business. Students then have the option to return for three to five half-days for further study of the business and the careers it offers. No academic credit is given. The program serves students in grades 9 and 10.

Students apply through high school lead teachers for career education. Futher information can be obtained from any high school and from the district AE coordinator.

| Field | Site | Spaces |
|---|---|---|
| Air Transportation | Midway Airport | 700 |
| *Computer Applications | Standard Oil | 700 |
| Entrepreneurship | Chicago Association of Commerce & Industry | 700 |
| Hotel/Motel Management | Lake Shore Holiday Inn | 700 |
| Industrial Occupations | Washburne Trade School | 700 |
| *Insurance Occupations | to be determined | 700 |
| Marketing and Retailing | Montgomery Ward & Co. | 700 |
| Service Occupations | Naval Armory | 700 |
| *Postal Service | U.S. Post Office | 700 |
| Urban Energy & Utilities | Peoples Gas Company | 700 |
| Urban Government | Chicago City Hall | 700 |

*added to the 1978-79 program

APPENDIX I

CAREER DEVELOPMENT CENTERS: GRADES 11, 12
1979-80

| Field | Site |
|---|---|
| Air Transportation Studies | Midway Airport |
| Architecture | University of Illinois at Chicago Circle |
| General Business | to be determined |
| Design | Illinois Institute of Technology |
| Economics and Business Studies | Continental Illinois National Bank and Trust Company/ American Institute of Banking<br>Harris Trust and Savings Bank |
| Environment and Energy Management Studies | United States Customs House--Environmental Protection Agency |
| Government and Inter-Nation Studies | The First National Bank of Chicago |
| Health and Medical Careers | Rush-Presbyterian/St. Luke's Medical Center |
| Hotel/Motel Management Studies | Holiday Inn (Lake Shore Drive)<br>Holiday Inn Mart Plaza |
| Insurance Occupations | to be determined |
| Law and Justice | U.S. District Court of Northern Illinois/Dirksen Federal Building |
| Life and Health Sciences | Blue Cross/Blue Shield Building |
| Management and Leadership Studies | Arthur Andersen & Co. |
| Maritime Studies | John G. Shedd Aquarium |
| Merchandising and Retailing | Montgomery Ward & Company, Inc. |
| Urban Communications Studies | Illinois Bell Telephone Headquarters |
| Urban Studies | University of Illinois at Chicago Circle |

APPENDIX J

## CENTERS FOR LANGUAGES: LISTING AND LANGUAGES

Chicago public high schools with an Access to Excellence Center for Languages during 1978-79 are the following:

Curie High School
4959 S. Archer Ave.
Chicago, Illinois 60632
(312) 284-1700
Dr. Edwin V. Kelley, Prin.

Harrison High School
2850 W. 24th Street
Chicago, Illinois 60623
(312) 277-1213
Mr. Bruce H. Berndt, Prin.

Hyde Park Career Academy
6220 Stony Island Ave.
Chicago, Illinois 60637
(312) 947-7180
Mr. Weldon A. Beverly, Jr., Prin.

Juarez High School
2150 S. Laflin Ave.
Chicago, Illinois 60608
(312) 942-8860
Mr. Richard P. Schnettler, Prin.

Kenwood Academy
5015 S. Blackstone Ave.
Chicago, Illinois 60615
(312) 538-3538
Mrs. Elizabeth M. Jochner, Prin.

Upper elementary students participating in the Centers for Languages Program attend a Center as follows:

at Curie High School: Baum, Edwards, Ericson, Esmond, Fleming, Gray, Grimes, Hamline, Hearst, Hedges, Henderson, Lawrence, Luella, Mason, Pasteur, Peck, Ruggles, St. John, St. Joseph/St. Anne, St. Turbius, Shields, Twain, Whitney, Kinzie, and Byrne Elementary Schools.

at Harrison High School: Armour, Assumption, Bontemps, Burrows, Davis, Fulton, Hess, Longfellow, Pickard, Pope, Sheppard, and Spry Elementary Schools.

at Hyde Park Career Academy: Bryn Mawr, Coles, Harte, Luella, Morgan, Ray, Scott, and Warren Elementary Schools.

at Juarez High Schools: Cooper, Haynes, Holden, and Pickard Elementary Schools.

at Kenwood Academy: Bradwell, Burnham, Caldwell, Coles, Dixon, Foster Park, Harte, Hendricks, Judd, Kipling, Madison, Pershing, Ray, Ruggles, White, and Woodson North Elementary Schools.

APPENDIX F

CENTERS FOR LANGUAGES, 1979-80

## HIGH SCHOOL CENTERS FOR LANGUAGES

| SCHOOL AND ADDRESS | LANGUAGES OFFERED |
|---|---|
| Curie High School<br>4959 S. Archer Ave. | French, German, Italian, Polish, Russian, Spanish |
| Harrison High School<br>2850 W. 24th St. | French, German, Polish, Russian, Spanish |
| Hyde Park Academy<br>6220 S. Stony Island | French, German, Greek, Japanese, Latin, Russian, Spanish |
| Juarez High School<br>2150 S. Laflin | French, German, Italian, Portuguese, Spanish |
| Kenwood Academy<br>5015 S. Blackstone | Chinese, French, German, Hebrew, Italian, Latin, Polish, Spanish |
| Lake View High School<br>4015 N. Ashland Ave. | French, German, Hebrew, Greek, Russian, Spanish |
| Lincoln Park H. S.<br>2039 N. Orchard St. | Chinese, German, Hebrew, Italian, Latin, Spanish, French |
| Morgan Park H. S.<br>1774 West Pryor | Arabic, French, German, Latin, Polish, Russian, Spanish |
| Schurz High School<br>3601 N. Milwaukee | French, German, Japanese, Polish, Spanish |

## ELEMENTARY CENTERS FOR LANGUAGES

| | |
|---|---|
| Murray School (k-6)<br>5335 S. Kenwood | French, German, Hebrew, Japanese, Spanish |
| Robichaux School (K-6)<br>9130 S. Vincennes | Chinese, French, Polish, Spanish |
| Sayre School (K-8)<br>1850 N. Newland | Greek, Italian, Japanese, Spanish |
| Turner School (1-6)<br>25 W. 113 Place | French Spanish, Arabic |

## APPENDIX L

## CHILD-PARENT CENTERS

Beasley (536-3300), 5165 S. State; Mr. William McNerney, Prin.
Cockrell (493-0742), 30 E. 61st; Mrs. Josephine Logan, Prin.
Cole (826-1813), 715 S. Kildare; Dr. Warren Franczyk, Prin.
Delano (638-2332), 3905 W. Wilcox; Mr. Bernard Tanenbaum, Prin.
Dewey (536-1700), 638 W. 54th Pl.; Mrs. Penelope Robinson, Prin.
Dickens (243-9123), 605 S. Campbell; Miss Dolores Eder, Prin.
Donoghue (538-6917), 707 E. 37th; Mrs. Marion E. Joplin, Prin.
Dumas (493-3700), 6615 S. Kenwood; Mr. Seamen Peltz, Prin.
Ferguson (337-3735), 1215 N. Clybourn; Miss Marlene Szymanski, Prin.
Hansberry (722-0505), 4055 W. Arthington; Mrs. Debora Gordon, Prin.
Herzl (522-2332), 1401 S. Hamlin; Mr. John McGovern, Prin.
Johnson (762-3983), 1418 S. Kedzie; Dr. Herschel Rader, Prin.
Joyner (829-8606), 1315 S. Blue Island; Mr. George Swain, Jr., Prin.
Mason (521-0557), 4216 W. 19th; Dr. Raymond Gerlik, Prin.
Miller (638-6858), 3030 W. Harrison; Mr. Wayne Hoffman, Prin.
Oakenwald North (373-0558), 4019 S. Lake Park; Mr. Burton Hoffman,
Olive (522-0405), 1326 S. Avers; Dr. Joseph Gehrman, Prin.
Overton (285-3087), 4935 S. Indiana; Mr. Leo Ellis, Jr., Prin.
Parker (783-0166), 323 W. 69th; Mrs. Eileen Greene, Prin.
Scott (684-8500), 6407 S. Blackstone; Mr. Albert Lilek, Prin.
Stockton (334-5418), 4425 N. Magnolia; Mr. Carl Lieberman, Prin.
Truth (787-7603), 1409 N. Ogden; Mrs. Elouise Cantrell, Prin.
Von Humboldt (278-3073), 1345 N. Rockwell; Mr. James Short, Prin.
Wheatley (928-2266), 902 E. 133rd Pl.; Dr. Alma Jones, Prin.
Woodson South (536-1210), 4511 S. Evans; Mr. David Helberg, Prin.

## APPENDIX M

## CLASSICAL SCHOOL LISTING, 1979-80

Beard Elementary School
6445 W. Strong Street
Chicago, Illinois 60656

Mr. Joseph J. Catanzaro, Principal

Decatur Elementary School
7030 N. Sacramento Avenue
Chicago, Illinois 60645
(312) 262-1977

Mrs. Anastasia P. Graven, Principal

McDade Elementary School
8801 S. Indiana Avenue
Chicago, Illinois 60619
(312) 224-2506

Mrs. Mary Robinson, Principal

Poe Elementary School
10538 S. Langley Avenue
Chicago, Illinois 60620
(312) 821-2725

Mr. Charles Vietzee, Principal

Skinner Elementary School
111 S. Throop Street
Chicago, Illinois 60607
(312) 829-3166

Mr. William Connery, Principal

## CLASSICAL SCHOOL LISTING, 1978-79

Beard Elementary School (See above address)
McDade Elementary School (See above address)

Green Elementary School
3021 W. Devon Avenue
Chicago, Illinois 60659
(312) 262-1977

## APPENDIX N

## CLUSTERED SCHOOLS CENTERS

### BEVERLY AREA CLUSTER

Purpose/Goals

The four optional educational programs of the Beverly Area schools were developed to match teaching/learning styles of four different types of children. Each teaching/learning style was identified and described by parents, community members, and principals as a type that would serve a particular pupil population. In each of the option programs, the goals and features and the roles of the teacher, pupils, and parents were developed by parents, community members, and school staff, working in cooperation with the Superintendent, District 18, and with Program Development/Alternative Schools, to provide an educational program that will respond to the individual needs of pupils of particular achievement levels and ages.

Description

The four optional programs are:

Applied Learning

- structured learning centers; variety to give practical use to reading and math skills, especially children who have mastered basic skills for their age level (teacher chooses)
- community resources used; parental on-site assistance required; individual, small group interest
- teacher-structured, moving to teacher-pupil

In-Depth Educational Development

- pupils already have age-level skills (9-11)
- teacher/pupil planned based on pupil interests
- projects related to pupil interests with subject matter integrated; pupil-chosen
- parent involvement, enlargement of learning by arranging for independent learning of own children off-site

Personalized-Prescriptive Learning

- pupils already have age-level skills or have capability of mastering (8,9)
- pupils who need a structured environment with intensive skill development, teacher prescribed
- application of skills, as in drama
- exploratory discovery in science
- social studies by real life project approach

CLUSTERED SCHOOLS CENTERS (continued)

Interdisciplinary Unit

- pupils not more than 1/2 yr. below age-level achievement (10-12)
- unit approach, with combination of subject areas
- flexible scheduling, depending on projects and units
- a transitional teacher-planned to teacher/pupil planned based upon the unit approach
- use of Beverly community and people

EDGEWATER-EAST ROGERS PARK CLUSTER

Purpose/Goals

The goals of the optional educational plan of the Edgewater-East Rogers Park Cluster are: (1) to develop quality demonstration education options programs jointly planned by community members and Board of Education personnel; (2) to provide pupils a choice among these quality educational options; (3) to extend interest in the learning process and more adequately meet the needs of individual children.

General Description

Each of the four is offering one educational option--the integrated day--to the intermediate-age-cycle pupils at the four schools involved.

The four integrated day programs are: (1) Environmental Education: Concept Development through Planned Interaction; (2) Career Education: Learning for a Changing World; (3) Drama through Language Arts; and (4) Integrated Science and Mathematics.

The learning environment is open, pleasant, informal, with flexibility to move about and work for varying periods of time depending on the children's needs. Learning experiences include using the community as part of the classroom and development of lifetime skills necessary to function efectively in the city. The program fosters increasing pupil decision-making and responsibility for educational growth.

NEAR WEST CLUSTER

Purpose/Goals

The four optional educational programs of the Near West Side were developed to match teaching/learning styles of four different types of children. Each teaching/learning style was identified and described by a group of Near West Side parents and community members as the type they prefer for their child. In each of the option programs, the goals and features and the roles of the teacher, pupils, and parents were developed by parents, community members, and school staff, working in cocperation with Program Development/Alternative Schools, to provide an educational program that will respond to the individual needs of a group of pupils.

CLUSTERED SCHOOLS CENTERS (continued)

Description

The four optional programs are Skills Development (teacher planned and developed), Resource Based (teacher planned-transitional), Co-Planned Projects (teacher/pupil planned), and Integrated Day (teacher guided).

Common Characteristics are:

- matching of a teaching style with a child's learning style
- establishment of learning centers within the classroom
- provision of a variety of materials at different levels
- work in various-sized groups
- teaching/learning of basic lifetime skills
- development of the program by parents, community, and Board of Education personnel

Differences include:

- implementation of the curriculum
- scheduling of time during the school day
- the amout of interaction between the teacher and pupil as individuals and as members of small groups, and among the pupils themselves
- the type and duration of activities in which the pupils will participate
- the amount of responsibility assumed by the pupils themselves for selection and completion of activities
- the respective roles of the teacher and pupils in decision-making.

LOCATION OF CLUSTERS DESCRIBED ABOVE

Beverly Area Cluster

Barnard, 10354 S. Charles (60643), 238-8271
Kellogg, 9241 S. Leavitt (60620), 238-7211
Sutherland, 10015 S. Leavitt (60643), 238-7910
Vanderpoel, 9510 S. Prospect (60643), 233-5169

Edgewater-East Rogers Park Cluster

Field, 7019 N. Ashland (60626), 764-1294
Hayt, 1518 W. Granville (60660), 743-2581
Kilmer, 6700 N. Greenview (60626), 465-6491
Swift, 5900 N. Winthrop (60660), 561-5095

Near West Cluster

Jefferson, 1522 W. Filmore (60607), 666-6376
Riis, 1018 S. Lytle (60607), 421-1652
Jackson, 820 S. Carpenter (60607), 666-3891

CLUSTERED SCHOOLS CENTERS (continued)

DISTRICT THREE CLUSTERED SCHOOLS

Purpose/Goals

The five challenging options of this program were developed to match the interests and learning styles of students attending the Audubon, Budlong, Burley, Morris, and Waters Elementary Schools of District 3. The goal is to provide opportunities for students at or above level to: choose activities and use materials that improve their ability to work on their own; become aware of and explore resources on their community and to examine community problems; study selected subjects in depth; progress in reading and math at an accelerated rate; begin to engage in pupil/teacher planning of their activities; develop skill in independent decision making, critical thinking, and problem solving.

Description

The five optional programs are:

Management Skills: Personal and Home at Audubon (ages 12-14)
- . experiences related to the general area of management, including budgeting, nutrition, clothing, shelter, health, consumer education, transportation, and career opportunities
- . use of the community at large as a learning laboratory, the in-school use of resource persons, field trip experiences

Classical Classroom at Budlong, primary cycle
- . a challenging liberal arts course of instruction for pupils with the potential and willingness for accelerated studies
- . highly structured and accelerated program, including foreign language and a vigorous physical education program

Science and Math: Pre-Technical Skills Development at Burley, intermediate cycle
- . use of scientific methods and mathematical analysis in examining real-life situations in-school and in-community
- . interdisciplinary educational experiences developing decision-making ability

Integrated Language Arts and Fine Arts at Morris, primary cycle
- . comprehensive learning experiences integrating the language arts and fine arts
- . flexible time allotments, provisions of a wide variety of materials, projects, use of art and music to reinforce language arts skills

CLUSTERED SCHOOLS CENTERS (continued)

Real-Life Application of Environmental Studies at Waters

- a structured program based on environmental studies
- utilization of community resources and resource persons, real-life problem solving for practical application of reading and math skills, field trip experiences in areas of interest
- for ages 10, 11

LOCATION OF DISTRICT THREE CLUSTER PROGRAMS

Audubon Elementary School
3500 N. Hoyne Ave. (60618)
(312) 525-6937

Mrs. Leona Collins, Prin.

Budlong Elementary School
2701 W. Foster Ave. (60625)
(312) 561-6197

Ms. Becky S. Orphan, Prin.

Burley Elementary School
1630 W. Barry Ave. (60657)
(312) 525-6935

Mrs. Camille J. Roby, Prin.

Morris Elementary School
919 W. Barry Ave. (60657)
(312) 525-4603

Miss Betty L. Gorman, Prin.

Waters Elementary School
4540 N. Campbell Ave. (60625)
(312) 588-1810

Mr. Edward Scott, Prin.

## APPENDIX O

### WALT DISNEY ATTENDANCE AREA
### 1978-79

The attendance area for the Walt Disney Magnet School encompasses ten districts of the Chicago public schools. District offices are located as follows:*

District 1: 5945 N. Nickerson Ave. (60631), Dr. Shirley E. Stack, District Superintendent
District 2: 6100 N. Fairfield Ave. (60659), Mr. Howard J. Sloan, District Superintendent
District 3: 4015 N. Ashland Ave (60613), Dr. William Rohan, District Superintendent
District 4: 118 N. Central Ave. (60644), Mr. Frank Lucente, Jr., District Superintendent
District 5: 4626 N. Knox Ave. (60630), Dr. Ann M. Lally, District Superintendent
District 6: 1445 W. Belden Ave. (60614), Dr. Eleanor L. Pick, District Superintendent
District 7: 2021 N. Burling Ave. (60614), Dr. Margaret M. Harrigan, District Superintendent
District 8: 211 S. Kildare Ave. (60624), Mr. Henry C. Springs, Jr., District Superintendent
District 24: 5900 N. Glenwood Ave. (60660), Mr. Howard J. Sloan District Superintendent
District 25: 1040 N. Keeler Ave. (60651), Mr. Hamilton J. McMaster, District Superintendent

*A listing of the districts for the 1979-80 school year will be available at a later date. Re-districting is in progress.

APPENDIX P

EARLY INTERVENTION

1979-80

Andersen (486-6620), 1148 N. Honore; Mr. Lester A. Spielman, Prin.
Armstrong (764-2643), 2111 W. Estes; Mr. Sheldon E. Barron, Prin.
Bethune (638-5080), 3030 W. Arthington; Mr. George H. Cooper, Prin.
Carver Primary (928-1894), 909 E. 132nd; Dr. Alma C. Jones, Prin.
Dulles (324-5460), 6311 S. Calumet; Mr. Edward Kwasigroch, Prin.
Gregory (638-0016), 3715 W. Polk; Mrs. Peggy W. Jackson, Prin.
Jenner (787-3663), 1009 N. Cleveland; Mr. Arthur M. Cox, Prin.
Jensen (638-7030), 3030 W. Harrison; Mr. Wayne Hoffman, Prin.
Libby (776-9255), 5300 S. Loomis; Mrs. Maude E. Lightfoot, Prin.
May (287-1570), 512 S. Lavergne; Mr. Albert J. Pranno, Prin.
Morse (638-3566), 620 N. Sawyer; Mr. George E. May, Prin.
Nash (287-8372), 4837 W. Erie; Mr. Rufus D. Brown, Prin.
Paderewski (521-0826), 2221 S. Lawndale; Mr. John Younker, Prin.
Pulaski (486-3664), 2230 W. McLean; Mr. Samuel Vickery, Prin.
Scanlon (568-7020), 11725 S. Perry; Mrs. Loesther Mitchell, Prin.
Smyth (226-2998), 1059 W. 13th; Mr. George W. Swain Jr., Prin.
Suder (666-4223), 2022 W. Washington; Mrs. Brenda B. Daigre, Prin.
Talcott (733-3140), 1840 W. Ohio; Mrs. Marcella F. Richman, Prin.
Wadsworth (324-2523), 6434 S. University; Mr. Morris Dolgin, Prin.
Wentworth (483-1074), 6950 S. Sangamon; Mr. John Jackson, Prin.

## APPENDIX Q

## LISTING OF EDUCATION AND VOCATIONAL GUIDANCE CENTERS

Andersen E.V.G.C.
1851 W. Division St. (60622)
(312) 276-4711

Mr. Lester A. Spielman, Principal

Drake E.V.G.C.
2641 S. Calumet Ave. (60616)
(312) 842-2363

Mrs. Lena Gaines, Principal

Goethals E.V.G.C.
6800 S. Stewart Ave. (60621)
(312) 487-0901

Mr. Leroy F. Collins, Principal

McKinley E.V.G.C.
2040 W. Adams St. (60612)
(312) 733-4730

Mr. Harvey T. Courtney, Jr., Principal

Roentgen E.V.G.C.
15 S. Homan Ave. (60624)
(312) 533-2117

Mr. Casimir Durava, Principal

Sturgis E.V.G.C.
4401 S. St. Lawrence 60653)
(312) 924-5333

Dr. William C. Taylor, Principal

Thorp E.V.G.C.
8903 S. Burley Ave. (60617)
(312) 768-8511

Mr. Adolph J. Leberes, Principal

## APPENDIX R

## HEAD START SITES

Abbott (268-1301), 3630 S. Wells (09)
Alcott (549-4171), 2625 N. Orchard (14)
Allen (666-2014), 1321 S. Paulina (08)
Armour (927-3060), 950 W. 33rd Pl. (08)
Armstrong, L. 626-7010, 5221 W. Congress Pk. (44)
Austin (626-0913), 231 N. Pine (44)
Bates (779-2880), 1233 W. 109th Pl. (43)
Beale (487-1140), 6006 S. Peoria (21)
Beidler (533-1158), 3151 W. Walnut (12)
Birney (829-4350), 120 N. Wood (12)
Brown (733-3548), 54 N. Hermitage (12)
Bryant (762-8565, 1355 S. Kedvale (23)
Bunche (925-1415), 6 15 S. Ashland (36)
Burke (924-5823),5356 S. King Dr. (15)
Burnside (723-1989), 650 E. 91st Pl. (19)
Cather (638-6822), 2908 W. Washington (12)
Cook (723-2714), 8150 S. Bishop (20)
Darwin (235-7822), 3116 W. Belden (47)
Dodge (533-8707), 2651 W. Washington (12)
Doolittle (624-2050)
(2 centers) 521 E. 35th St. (16)
Douglas (842-2209), 3200 S. Calumet (16)
Drake (842-4435, 2722 S. King Dr. (16)
Dvorak (762-4300), 3615 W. 16th St. (23)
Esmond (238-6243), 1865 W. Montvale (43)
Field (764-1294), 7019 N. Ashland (26)
Fiske (752-6077), 6145 S. Ingleside (37)
Flower (826-3388), 3545 W. Fulton (24)
Fuller (624-2427), 4214 S. St. Lawrence (53)
Gale (764-2388), 1631 W. Jonquil Ter. (26)
Gladstone (226-3514), 1231 S. Damen (08)
Goldblatt (638-7768), 4257 W. Adams (24)
Goudy (561-2418), 5120 N. Winthrop (40)
Graham, Alexander (538-2232, 4436 S. Union (09)
Gresham (994-0105), 8510 S. Green (20)
Haines(842-7749), 247 W. 23rd Pl. (16)
Hamline (927-8554) 4747 S. Bishop (09)
Hammond (247-7370), 2819 W. 21st Pl. (23)
Healy (842-8141), 3010 S. Parnell (16)
Hearst (767-0616), 4640 S. Lamon (38)
Hendricks (268-0026), 4316 S. Princeton (09)
Herbert (226-2920), 2131 W. Monroe (12)
Holmes (737-7901), 955 W. Garfield (21)
Howe (287-5347), 720 N. Lorel (44)
Howland (762-4750), 1616 S. Spaulding (23)
Hughes, C. (522-1115), 4247 W. 15th St. (23)
Hughes, L. (264-8207), 226 W. 104th St. (28)
Jefferson (666-6376), 1522 W. Filmore (07)
Jenner (787-3663), 1009 N. Cleveland (10)
Jirka (226-5812), 1420 W. 17th St. (08)

Jungman (226-5812), 1746 S. Miller (08)
Kozminski (493-4844), 936 E. 54th St. (15)
Lafayette (486-3652), 2714 W. Augusta (22) (2 centers)
Lathrop (762-0120), 1440 S. Christiana (23)
Lemoyne (348-7611), 851 W. Aveland (13)
Linne (588-4378), 3221 N. Sacramento (18)
Lowell (278-6526), 3320 W. Hirsch (51)
Madison (643-2047), 7433 S. Dorchester (19)
Marconi (261-4406), 230 N. Kolmar (24)
May (287-1570), 512 S. Lavergne (44)
Mayo (548-2675), 249 E. 37th St. (53)
McClellan (268-3135), 3527 S. Wallace (09)
McCosh (643-2321), 6526 S. Champlin (37)
McCutcheon (334-0921), 4865 N. Sheridan Rd. (40)
Medill North (226-2275), 1301 W 14th St. (08)
Melody (638-1235), 412 S. Keeler (24)
Mulligan (664-4606), 1855 N. Sheffield (14)
Nightingale (776-8651), 5250 S. Rockwell (32)
O'Keefe (643-0692), 6940 S. Merrill (49)
Orr (826-8400), 730 N. Pulaski (24)
Otis (666-4072), 525 N. Armour (22)
Park Manor (783-5948), 7037 S. Rhodes (37)
Piccolo (278-0111), 1040 N. Keeler (51)
Pope (762-0330), 1852 S. Albany (23)
Price (268-8585), 4351 S. Drexel (53)
Pullman (568-8596), 11311 S. Forrestville (28)
Raymond (268-2929), 3663 S. Wabash (53)
Reavis (624-0924), 834 E. 50th St. (15)
Reed (487-0064), 6350 S. Stewart (21)
Riis (421-1652), 1018 S. Lytle (07)
Ryder (783-6370), 8716 S. Wallace (20)
Ryerson (533-2875), 646 N. Lawndale (24)
Roosevelt (478-6225), 3436 W. Wilson (25)
Seward (927-9167), 4600 S. Hermitage (09) (2 centers)
Shakespeare (624-1020), 1119 E. 46th St. (53)
Sheridan, P. (768-6822), 9000 S. Exchange (17)
Spencer (626-9326), 214 N. Lavergne (44)
Stewart (561-7513), 4525 N. Kenmore (40)
Suder (666-4223), 2022 W. Washington (12)
Sullivan (768-2107), 8255 S. Houston (17)
Tanner (723-3951), 7350 S. Evans (19)
Tilton (533-0700), 223 N. Keeler (24)
Thorp, J.N. (374-7050), 8914 S. Buffalo (17)
Van Vlissingen (821-2700, 137 W. 108th Pl. (28)
Walsh (733-0140), 2015 S. Peoria (08)
Ward, L. (638-5253), 410 N. Monticello (24)
Webster (638-7771), 4055 W. Arthington (24)
Westcott (946-3571), 409 W. 60th St. (20)
Westinghouse (638-0131), 3301 W. Franklin (24)
Whistler (264-6208), 11533 S. Ada (43)
Whittier (247-6962), 1900 W. 23rd St. (08)
Wicker Park (235-6617), 2009 W. Schiller (22)
Williams (842-3434), 2710 S. Dearborn (16)
Woodson North (548-6410), 4414 S. Evans (53)

## APPENDIX S

## HIGH SCHOOL BILINGUAL CENTERS

Amundsen High School, 5110 N. Damen 561-8565 - Greek

Bowen High School, 2710 E. 89th St. 721-6942 - French, Spanish

Kelly High School, 4136 S. California 847-6413 - Polish

Mather High School, 5835 N. Lincoln 561-7445 - Korean

Roosevelt High School, 3436 W. Wilson 478-6225 - Spanish

Schurz High School, 3601 N. Milwaukee 282-8400 - Spanish, Polish

Senn High School, 5900 N. Glenwood 561-1031 - Spanish, Cantonese, Assyrian, Korean, and Vietnamese

Steinmetz High School, 3030 N. Mobile Ave. 889-0225 - Italian

Von Steuban High School, 5039 N. Kimball Ave. 588-2370 - Assyrian

APPENDIX T

HOME VISITING INSTRUCTION TEAM:
LISTING OF SCHOOL LOCATIONS, 1979-80

William G. Beale
6006 S. Peoria St. (60621)
(312) 487-1140

Mrs. Lillian Nicholson, Prin.

Ralph J. Bunche
6515 S. Ashland Ave. (60636)
(312) 925-1415

Dr. Arthur A. Fumarolo, Prin.

William H. Byford
5600 W. Iowa St. (60651)
(312) 287-2413

Mr. Lewis Jaffe, Prin.

Oscar DePriest
140 S. Central Ave. (60644)
(312) 626-4629

Dr. James L. Carpenter, Prin.

John Foster Dulles
6311 S. Calumet Ave. (60637)
(312) 324-5460

Mr. Edward E. Kwasigroch, Prin.

Charles W. Earle
6121 S. Hermitage (60636)
(312) 737-4016

Mr. Casimer C. Sutor, Prin.

Edward Ellington
224 N. Central Ave. (60644)
(312) 287-2989

Mr. Vernon F. Robinson, Prin.

Charles R. Henderson
5650 S. Wolcott Ave. (60636)
(312) 776-1576

Mr. Edward J. Tobin, Prin.

## APPENDIX U

### O-WAI-YA-WA NARRATIVE

The O-wai-ya-wa Branch of Goudy Elementary School began in September 1973 following an effort by the American Indian community to develop a program to meet the needs of their children. A need assessment was performed that involved committee meetings, parent interviews and conferences, and the circulation of questionaires. The data which were compiled served as the basis for the program and also influenced its design.

The needs assessment arose from the concern over the generally poor school achievement of Native American students. Attendance, test scores, and participation in programs were all below acceptable levels, and the need for a special program was clear. Since the program's inception, student performance has been significantly enhanced, attendance has soared to nearly 90 percent, and test scores are continually improving. O-wai-ya-wa has also made a positive impact on the overall community by increasing parent participation in the schools, increasing job opportunities, providing referral services for family needs, and sensitizing other public and private agencies to the needs of Indian people in their area.

O-wai-ya-wa has the highest enrollment of American Indian pupils in the city. Subjects are taught from an Indian perspective and include meaningful and relevant Indian curriculum materials. Curriculum development is a continuing process in the school. The program is housed in a privately owned building leased by the Board of Education. This facility enables the program to offer after-school and evening programs such as: powwow (intertribal dancing), special craft demonstrations, and parent meetings.

The program is funded by a combination of sources: the federal Title IV. Part A grant complemented by in-kind contributions by the Chicago Board of Education; through Goudy Elementary School; and grants from private foundations and agencies.

The rationale of the program is based on the following important principles to which the Parent-Community Board subscribes:

Indian people must have increasing influence and responsibility for the education of their children, with greater participation in the decisions that shape their destinies.

Indian people must assume control of their lives without being involuntarily separated from their tribal groups.

Indian students must be encouraged and supported in maintaining their dignity and cultural identity while they are being offered an enlarged area of choice.

Indian youth must be taught to live in two cultures in order to function effectively in our society.

Schools must develop instructional techniques that are appropriate to the special requirements, needs, and learning styles of the Indian students.

Curriculum must provide opportunities for Indian students to develop the skills and competence necessary for the world of work as well as understanding of the rights of citizenship.

School systems must provide means by which Indian parents can become informed about contemporary education and must encourage these parents to become more concerned and involved with their schools.

The school achievement of every child depends upon a mixture of influence of the family, the school, and the local community.

As a program of the Board of Education of the City of Chicago, the O-wai-ya-wa Branch of Goudy Elementary School is subject to policies and procedures pertinent to all Chicago public elementary schools. The branch maintains a community school philosophy through input of its Parent-Community Board, which strongly influences direction and future development.

## APPENDIX V

## PEER CULTURE DEVELOPMENT LOCATIONS

Curie High School
4959 S. Archer Avenue
Chicago, Illinois 60632
(312) 284-1700
Mr. Robert Schneider, Acting Principal

Harrison High School
2850 W. 24th Street Blvd.
Chicago, Illinois 60623
(312) 277-1213
Mr. Bruce Berndt, Principal

Lake View High School
4015 N. Ashland Avenue
Chicago, Illinois 60613
(312) 281-1684
Miss Ursula Maethner, Principal

Piccolo Middle School
1040 N. Keeler Avenue
Chicago, Illinois 60651
(312) 278-0111
Mr. Michael Bailen, Principal

## APPENDIX W

## LISTING OF PRESCHOOL CENTERS FOR 1979-80

Anthony
9800 S. Torrence (60617)
(312) 731-5344

Miss Regina T. Koehl, Prin.

Drake
2722 S. King Drive (60616)
(312) 842-4435

Mrs. Lena M. Gaines, Prin.

Hancock
4350 W. 79th Street (60652)
(312) 582-2183

Mr. James B. Cunningham, Prin.

LeMoyne
851 W. Waveland (60613)
(312) 348-7611

Mr. Edward L. Praxmarer, Prin.

Mt. Vernon
10540 S. Morgan (60643)
(312) 238-6655

Mrs. Pearl Jehn, Prin.

Perkins
6918 W. Strong (60656)
(312) 631-2038

Mr. Meyer Maslin, Prin.

Shedd
200 W. 99th St. (60628)
(312) 785-2340

Mr. Oriano Nomellini, Prin.

Smyser
4310 N. Melvina (60634)
(312) 725-0058

Dr. Brenda M. Heffner, Prin.

Solomon
6206 N. Hamlin (60645)
(312) 267-3250

Mrs. Elizabeth G. LaPalermo, Prin.

**IT WAS September, 1978, LeMoyne and Drake elementary schools were designated as sites for the first city-wide "Access to Excellence" Preschool Centers. Parents eagerly enrolled their three- and four-year-old youngsters for the full-day classes which would emphasize reading-readiness activities. They were so eager that a third Preschool Center was opened in December, 1978, at Mt. Vernon Elementary School.**

**It is now Spring, 1979. Success is sweet, indeed! Two hundred and forty three children are enrolled in LeMoyne, Drake, and Mt. Vernon Preschool Centers. Eight hundred and twenty three disappointed youngsters are placed on waiting lists. In September, 1979, the majority of them will be entering six, (not the projected two), additional AE Preschool Centers.**

**Black, brown and white, they are learning about their cultural differences, as well as sharing the similarities unique to childhood — an age which transcends race, creed, or color. But more important, they're learning that letters make a word, that words become a sentence, and that sentences tell a story. And books, which contain stories, are the prized possessions that take them around the world — and sometimes out of this world. Folklore and fairy tales, legends, myths — and more!**

**It has been an active, and yes, a tiring day, too, for Idella Bullard, a 24-year-veteran teacher, who daily brings the same zest and enthusiasm to her 28 charges in room 115 as she did when she embarked on her first teaching assignment at Hendricks elementary school in 1954.**

**"My children travel from Lake Meadows, Lake Shore Drive, and from the far south side. When they first arrived, it was obvious that they hadn't learned to live together. They wouldn't talk to each other, sit together, or play together! And, for differing reasons, many exhibited behavioral problems due to negative self-images.**

**"That's why oral communication exercises are used to help them to verbalize and to be aware of facial expressions which convey pride, happiness, anger, rejection, or unhappiness. Oral communication is also tied into career awareness — they need to know that they can enter any profession. 'Free play' activities which enhance self-awareness and communication skills are daily inculcated into my curriculum."**

**They're learning to live together . . . to like themselves . . . and each other. And they love Mrs. Bullard.**

**"She's my first and best friend," says Elizabeth, who once confessed, "I have no friends."**

**And all because of "Access To Excellence" and a teacher who is proud of her profession and cares deeply about children.**

# Preschool

## APPENDIX Y

## LISTING OF VOCATIONAL HIGH SCHOOLS

Chicago Vocational High School: 2100 E. 87th Street (60617)
Dr. Reginald V. Brown, Jr., Principal (312) 978-1600

Cregier Vocational High School: 1820 W. Grenshaw (60612)
Mr. Marvin M. Marshall, Principal (312) 421-6306

Dunbar Vocational High School: 3000 S. King Drive (60616)
Dr. Richard E. Stephenson, Principal (312) 567-5400

Flower Vocational High School: 3545 W. Fulton Blvd. (60624)
Mrs. Hortense I. Bright, Principal (312) 826-3388

Jones Commercial High School: 606 S. State St. (60605)
Dr. Joan E. O'Malley, Principal (312) 922-5733

Prosser Vocational High School: 2148 N. Long Ave. (60639)
Mr. Jack L. Perlin, Principal (312) 637-5556

Richards Vocational High School: 3037 S. Wallace St. (60616)
Mr. Patrick D. Noonan, Principal (312) 842-3734

Simeon Vocational High School: 8235 S. Vincennes Ave. (60620)
Mr. Ned Lee McCray, Principal (312) 783-5462

Westinghouse Vocational H.S.: 3301 W. Franklin Blvd. (60624)
Mr. Raphael P. Sullivan, Principal (312) 638-0131

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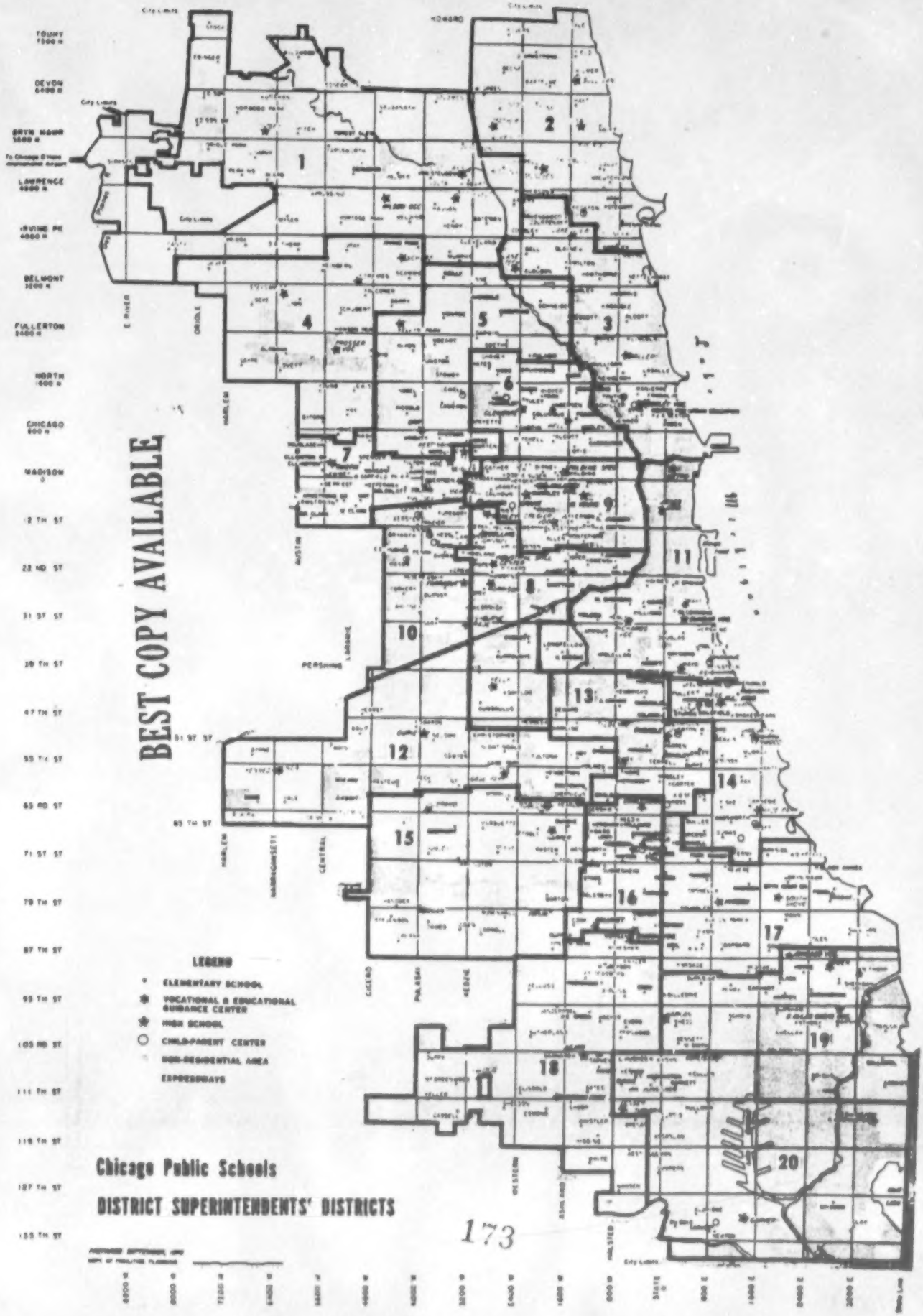
BEST COPY AVAILABLE
LEGEND
ELEMENTARY SCHOOL
VOCATIONAL & EDUCATIONAL GUIDANCE CENTER
HIGH SCHOOL
CHILD-PARENT CENTER
NON-RESIDENTIAL AREA
EXPRESSWAYS
Chicago Public Schools
DISTRICT SUPERINTENDENTS' DISTRICTS